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ABSTRACT

This report provides an overview of each funded project that supports Ohio's efforts to develop individual growth and leadership in the adult basic and literacy education (ABLE) field, including grant recipient and allocation; project period and directors; and project description or purpose. Overviews in Sections 1 and 3 also provide outcomes; impact; products; project continuation or future implications; conclusions/recommendations; and additional comments. Overviews in Sections 1 and 2 provide an activities chart. Section 1 provides overviews of Ohio ABLE Resource Centers (Central/Southeast; Southwest; Northwest; Northeast; and Ohio Literacy Resource Center). Section 2 presents overviews of Southwest Ohio Consortia Projects (Cincinnati, Dayton, Hamilton/Clermont/Butler/Warren Counties, London, Montgomery County, and Southwest Appalachian). Each includes information on how to contact; programs participating; and objectives. Section 3 provides overviews of Adult Literacy Coalitions (Auburn Career Center/Lake Geauga CARES; Ashtabula County JVS/Ashtabula County Literacy Coalition; Clark County Literacy Coalition; Cleveland Reads; Literacy Coalition of Delaware County; Literacy Network of Greater Cincinnati; Maplewood Career Center/Portage County Literacy Coalition; Medina County District Library/Medina County Literacy Coalition; Ohio Literacy Network; Sinclair Community College/Project READ; and Union County Commissioners/Literacy United). Overviews are provided for Evaluation Design Project, For the Common Good, and State ABLE Directors' Meetings. Directors' Meeting agendas are attached. (YLB)

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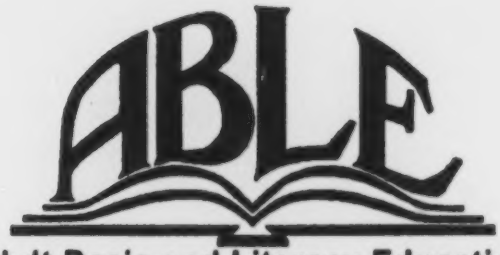

Adult Basic and Literacy Education

The Adult Education and Family Literacy Act Section 223 State Leadership Report

Program Year 1999-2000

Ohio Department of Education
Office of Career-Technical and Adult Education

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March 2001

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Table of Contents

	Page
Introduction	i
Ohio Department of Education Staff	ii
Resource Centers	1
Central/Southeast ABLE Resource Center	2
Southwest ABLE Resource Center	13
Northwest ABLE Resource Center	23
Northeast ABLE Resource Center	31
Ohio Literacy Resource Center	39
Southwest Ohio Consortia Projects	52
Cincinnati Consortium	53
Dayton Consortium	56
Hamilton/Clermont/Butler/Warren Counties Consortium	60
London Consortium	63
Montgomery County Consortium	65
Southwest Appalachian Consortium	67
Adult Literacy Coalitions	69
Auburn Career Center/Lake Geauga CARES	70
Ashtabula County JVS/Ashtabula County Literacy Coalition	74
Clark County Literacy Coalition	78
Cleveland Reads	82
The Literacy Coalition of Delaware County	85
The Literacy Network of Greater Cincinnati	89
Maplewood Career Center/Portage County Literacy Coalition	97
Medina County District Library/Medina County Literacy Coalition	109
Ohio Literacy Network	112
Sinclair Community College/Project READ	116
Union County Commissioners/Literacy United	124

Continued

Evaluation Design Project 127

For the Common Good 131

State ABLE Directors' Meetings 135

Attachments 136
Fall ABLE Directors' Meeting Agenda
Spring ABLE Directors' Meeting Agendas

Introduction

Section 223 of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act, P.L. 105-220, establishes that no more than 12.5% of funds may be used for State Leadership activities.

Over the last few years, the Ohio Department of Education, Adult Basic and Literacy Education Unit, has been developing and implementing a structure and system that links professional development to program improvement, measured by Ohio's Indicators of Program Quality. Through the grant application process, local Adult Basic and Literacy Education (ABLE) programs have used the Indicators of Program Quality to establish activities to meet or exceed the current standards. The proposed activities are measured in Specific, Measurable, Attainable, Realistic, and Time-Specific (SMART) terms. Program administrators are asked to involve their staff in this process and to look at professional development needs to assist them in meeting the standards.

The Ohio Department of Education provides program administrators with the resources to assist them in developing their Program Professional Development Plan. These include an Instructor Competencies Self-Assessment Instrument, Individual Professional Development Plans, Professional Development brochures, and information from the four regional and state resource centers outlining professional development options.

Opportunities to meet professional development needs are supported with 223 funds and are delivered primarily through the four ABLE Regional Resource Centers, the Southwest Consortia, and the Ohio Literacy Resource Center. State Leadership funds also support adult literacy coalitions and the state's evaluation project.

The following report provides an overview of each of the funded projects that supports Ohio's efforts to develop individual growth and leadership in the field resulting in changed behavior and program improvement.

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Ohio Adult Basic and Literacy Education Resource Centers

Goals and Objectives

The mission of Ohio's ABLE Resource Centers is to enhance the capacity of adult basic and literacy education programs to provide quality education for adults, families, and workers. To meet this mission, the resource center network established the following goals and objectives that define their scope of work:

Goal I: **To provide support services for continuous improvement of adult basic and literacy education programs in Ohio.**

- Objective A: To facilitate the evolving role of Equipped for the Future (EFF) to deliver foundation skills.
- Objective B: Assess needs of programs and personnel.
- Objective C: Provide opportunities for staff development and professional development.
- Objective D: Collect, develop, and disseminate resources.
- Objective E: Provide technical assistance.

Goal II: **To provide leadership in adult basic and literacy education.**

- Objective A: Serve as an ODE planning and development team.
- Objective B: Foster joint planning, coordination, and collaboration at the national, state, regional, and local levels.
- Objective C: Advocate for adult basic and literacy education.
- Objective D: Provide information on current issues.
- Objective E: Research adult basic and literacy education issues.

The amount allocated to support Ohio's ABLE Resource Centers during the 1999-2000 program year totaled $1,416,836 in federal funds and $520,000 from the state budget for a combined total of $1,936,836.

Central/Southeast ABLE Resource Center

Grant Recipient: Ohio University

Grant Allocation: $331,927.00

Project Period: August 20, 1999 – August 31, 2000

Project Directors:

Rick McIntosh
Ohio University
338 McCracken Hall
Athens, OH 45701
Phone: 1-800-753-1519

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Ohio University
246 McCracken Hall
Athens, OH 45701
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Project Description/ Purpose:

The Central/Southeast ABLE Resource Center, located in the College of Education at Ohio University in Athens, is one of four regional resource centers funded by the Ohio Department of Education. Together with the State Literacy Resource Center, the resource centers provide valuable leadership and expertise in the areas of professional development and instructional materials. The purpose of the resource center is to provide educational and instructional resources and professional development to adult literacy and basic skills programs in Central and Southeastern Ohio.

The Central/Southeast ABLE Resource Center continues in its leadership role of delivering professional development for the over 575 ABLE practitioners in this region. After reviewing the individual professional development plans submitted by regional programs, professional development topics were selected and scheduled to meet the growing needs of the ABLE practitioners.

The resource center held a total of 18 workshops, including the three O-PAS teleconferences. In addition, the resource center co-sponsored additional trainings that were initiated by individual programs in response to their specific needs. The resource center also acted in collaboration with the Institute for Democracy in Education, the Ohio Family Literacy Statewide Initiative/Ohio Reads Early, the Center for the Study and Development of Literacy and Language, OAACE, as well as, the Ohio Department of Education to co-sponsor various activities, conferences and state meetings.

The resource center remained committed to building a lending library of relevant, professional materials and has continued to purchase and acquire additional material this

past year. The primary focus of new materials was on staff development training techniques. An updated copy of the bibliography was distributed to the region in March 2000.

The resource center was a leading force in meeting the state's needs identified through the NRS (National Reporting System) in developing a portfolio-based evaluation process; the C/SE ABLE Resource Center also supported the on-going EFF (Equipped for the Future) project. In addition, the resource center was an active participant in other statewide activities, such as OAACE (Ohio Association for Adult & Continuing Education).

Project Outcomes (Non-training activities):

Perhaps the project that had the most impact, both within our region, and the state, was the Ohio – Portfolio Assessment System (O-PAS). Working closely with the other resource centers, the State Literacy Resource Center, and the Ohio Department of Education, the *Portfolio Assessment Manual* was designed, devised and distributed to all ABLE programs in the state. This system of portfolio assessment was Ohio's answer to implementing the Workforce Investment Act in response to the National Reporting System. The Central/Southeast ABLE Resource Center distributed a manual to all participants of the three O-PAS Teleconferences, as well as, all program directors in our region.

Project Outcomes (Training Activities):

In conjunction with the Ohio Literacy Resource Center, the PD-Online project was implemented this program year. This on-line computer training on the various Microsoft Office applications is perhaps the most innovative method of training delivery that we have initiated to date. ABLE staff from all over the state can log on and work at their own paces for learning software applications.

The Central/Southeast ABLE Resource Center also keeps copies of the handouts from all workshops on file.

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
9/13-14, 1999	Basic Literacy Jeff Fantine and Donna Albanese	1 – Participants will gain a greater awareness of literacy: what it means, the magnitude and effects of low literacy 2 – Participants will develop an understanding of and sensitivity to the	13.5	39

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
		characteristics of adult learners apart from the usual stereotypes 3 – Participants will become familiar with strategies that are essential to reading and writing instruction 4 – Using the Barsch Learning Styles Inventory, participants will be able to relate their personal learning style to their personal tutoring style 5 – Participants will adapt and fog the article on lead levels in water 6 – Participants will be able to utilize "real life material" in tutoring situations 7 – Through discussion, participants will gain insight on how various published materials may be applied		
9/25, 1999	OLRC's Math Kick-Off Nancy Markus Susan Galandiuk	1 – Participants will learn what is on the GED 2001 Exam 2 – Participants will learn strategies for teaching Algebra and Geometry 3 – Participants will learn how to teach estimation and the skills of using a calculator effectively 4 – Participants will learn the concepts for mastering fractions and decimals 5 – Participants will learn how to use class time effectively	5.25	39
10/2, 1999	New Teacher Training Rick McIntosh and Michael Aronoff-Jones	1 – To present an overview of adult basic and literacy education 2 – To discuss the state and local requirements for ABLE, as well as, state and federal laws governing ABLE and GED participation 3 – To present practical ideas and strategies for success in the ABLE classroom	5	8
10/9, 1999	Safety Factors for You and Your Students	Cancelled due to lack of enrollment		
10/23,	A framework for	1 – The participants will become aware	6	5

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
1999	Understanding Poverty Philip DeVol and Terie Dreussi-Smith	of each economic class' set of rules, characteristics, and language structure that shape behavior 2 – The participants will become aware of how the lack of resources and knowledge of cultural rules contribute to unhealthy lifestyles 3 – The participants will learn that their students must learn two sets of rules if they are to succeed 4 – To help instructors assist adult learners to learn more quickly and easily 5 – Participants will learn strategies for working with people from generational poverty, including mental models, motivational strategies and lesson plans		
11/06, 1999	New Teacher Training – Buckeye Career Center Rick McIntosh	1 – To present an overview of adult basic and literacy education 2 – To discuss the state and local requirements for ABLE, as well as, state and federal laws governing ABLE and GED participation 3 – To present practical ideas and strategies for success in the ABLE classroom	5	14
11/19, 1999	Powerful Tools for Continuous Improvement and Student Retention Jana Postlethwait and Kathryn Jackson	1-Participants will learn about retention principles and strategies and their application using classroom and program scenarios 2 – Participants will engage in activities using materials and instruments from the *"Retention Toolbox"* and *"The Indicators of Program Quality Resource Guide"* 3 – Participants will be able to identify retention factors and strategies/processes for improvement and be able to discuss their implementation	5.5	29

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
12/11, 1999	Identifying the Emotional Needs of the Adult Classroom Christine Bumgardner	1-Participants will learn to identify sources of stress in the adult student 2 – Participants will learn to evaluate the level of coping in an adult student 3 –Participants will learn how to handle the disturbed adult student 4 –Participants will learn to identify personal risk factors for violence in the classroom, and how to manage those risk factors 5 –Participants will learn to provide prevention resources 6 – Participants will learn strategies of taking care of the educator	3	15
1/14, 2000	Immigration Law	Cancelled due to lack of enrollment		
1/29, 2000	Developing Effective Marketing Strategies for Your ABLE Program	Cancelled due to lack of enrollment		
2/04, 2000	Working with the MRDD Population in the ABLE Classroom	Cancelled due to presenter conflicts		
2/12, 2000	History of Ohio Communities Through the 20th Century Steve Peschan	1 –To provide teacher support for student-generated local history projects 2 –To learn strategies of implementing family and community history into classroom curriculum	4	12
2/12, 2000	Curriculum 101	Cancelled due to ODE directive as a result of NRS and development of O-PAS		
2/24, 2000	OLRC's Equipped for the Future	1 –Participants will gain an overview of the National Institute for Literacy's EFF project 2 – Participants will learn about Ohio's	5	13

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
		pilot EFF and how to use the EFF approach within their classrooms		
March 4, 2000	ESL	Cancelled due to ODE directive as a result of NRS and development of O-PAS		
3/16-17, 2000	Spring Regional Directors' Meeting Rick McIntosh Michael Aronoff-Jones Jim Bowling	1 –To help directors process the information on assessment policy, uniform portfolio system, and student experience model by: A. Clarifying new policies and requirements, B. Summarizing the most important issues, C. Discussing the implications at the local program/classroom level.	10	61
3/31, 2000	Family Literacy on a Shoestring Patti Bilyeu	1 –To provide a process for educators and service providers to form successful collaborations related to family literacy. 2 –To define family literacy and offer a variety of activities to implement in family literacy programs. 3 –To provide an opportunity for family literacy teachers to do appropriate age level "hands-on" activities that can be given to family members for parent and child (PAC) time at home.	5.5	18
4/28, 2000	O-PAS Teleconference 1 of 3 (Broadcast to 6 campuses in Region 2; Broadcast all over the state) Jim Bowling, Michael Aronoff-Jones,	1 –To provide an overview of the Workforce Investment Act, the National Reporting System, and Ohio's Performance Accountability System 2 –To introduce new FY2001 policies and guidelines for state-funded ABLE programs 3 –To give practitioners ideas and guidance in implementing the new accountability measures in their programs	3.5	173

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
	Karyn Evans, Gail Morgan, Frank Wagel, and Amy Thompson			
4/29, 2000	Mental Health Issues and Their Impact on Learning Fran Stiegerwald	1 –Learners will have a deeper understanding of themselves in relation to others with mental, emotional, and substance issues 2 –Learners will be able to recognize the impact of these issues on individuals, families, and the systems within which they operate 3 –Learners will be able to conceptualize mental illness and substance abuse using different theories and models 4 –Learners will be able to define some helping interventions 5 –Learners will gain confidence with using effective helping strategies in the classroom	5.5	10
5/5, 2000	O-PAS Teleconference 2 of 3 (Broadcast all over the state; broadcast to 6 campuses in this region) Jeff Gove and Rick McIntosh Janie Johnson Amy Thompson	1 – To introduce the new Ohio Department of Education Assessment Policy 2 –To introduce and explain the Ohio Uniform Portfolio System and its purpose 3 –To introduce and explain the new follow-up requirements for the core outcome measures 4 –To give practitioners ideas and guidance in implementing the new accountability measures in their programs	4.5	171
5/6, 2000	Teaching Critical Reading Skills	Cancelled due to O-PAS Teleconferences		
5/18, 2000	O-PAS Teleconference 3 of 3 (Broadcast all over the state;	1 –To introduce the new Ohio Department of Education's Student Experience Model 2 –To discuss and explain the	4.5	171

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
	broadcast to 6 campuses in this region) Denise Pottmeyer, Jana Postlethwait, Gloria Gillette, Cassandra Stein, DeLynn Peters, Kelly Wiggins, Amy Thompson	importance of student orientation and registration 3 –To discuss and explain the importance of student goal setting 4 –To give practitioners ideas and guidance in implementing the new accountability measures in their programs		
5/20, 2000	Counseling and Affective Helping in the ABLE Classroom	Cancelled due to O-PAS Teleconferences		
6/3, 2000	Teaching Writing for the Use in the Workplace	Cancelled due to O-PAS Teleconferences		
6/15, 2000	GED Testing Policies Joan Malarkey	1 –To review and familiarize GED Test Administrators with new policies and guidelines for administering the GED 2 –To discuss up-coming changes in future GED Tests 3 – To answer questions from Test Administrators so that test administration is uniform	5	17
6/16, 2000	O-PAS Debriefing & Grant Application Review Michael Aronoff-Jones	1 –To review the Ohio-Portfolio Assessment System process and answer pertinent questions from ABLE program directors 2 –To give programs a better understanding of what they will need to continue to do, change, or start implementing in their programs 3 – To review the grant process and answer questions that programs might have; therefore, enabling them to	4	18

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
		complete the grant application process		
7/7, 2000	ABLELink – Into the Future 2 Sessions – AM for New Users, PM for Experienced Users	1 –Participants will be able to start up ABLELink and set up ABLELink 2 –Participants will learn where forms, reports, etc., are located 3 –Participants will learn the difference between Detail vs. Total Attendance 4 –Participants will learn how to do site-to-site procedure; backup and restore a database; student archives and restore archives, compact the database, find information in Access, create queries and/or reports in ABLELink	7	32

Working with the Center for the Study and Development of Literacy and Language, the Central/Southeast ABLE Resource Center sponsored a luncheon on November 1, to kick off National Family Literacy Month. Donations of new or gently used children's books were accepted by the Center for the Study and Development of Literacy and Language and distributed to area families.

Both centers worked together to sponsor the reception for the Early Childhood Conference that was held in Columbus, Ohio, in October 1999.

The resource center worked closely with the America Reads staff as they prepared and presented family literacy activities in area schools, libraries and the Athens County ABLE program. These presentations modeled good reading activities and language development strategies that parents can use with their children.

The GED on TV continues to be a program collaboration between Ohio University's Public Television and the Ohio Literacy Network, as well as, the Central/ Southeast ABLE Resource Center. The resource center is the homework help line for students in the community working on obtaining their GED through this television series.

Products Developed (if applicable):

Copies of all handouts from the resource center trainings are available. Also, the Portfolio Assessment Manual is housed in the center's library. Copies of each of the newsletters that were distributed this past year are included with this report.

Working in conjunction with the Center for the Study and Development of Literacy and Language, the America Reads project developed the "20-Minute Challenge," a guide for

promoting positive family interaction and to foster literacy and language development of their children. A copy of this is also included with this report. The America Reads staff also designed "Family Activity Packets," in which several children's books were selected and extension activities were developed to further the learning of the reading. These activities integrated math, art, science and social studies. All materials were provided in the packet. Area families can borrow the packets, complete the activities, and return the packets so that new material can be stocked in the packets and redistributed. The master packet is on file at the Central/Southeast ABLE Resource Center.

Project Continuation and/or Future Implications:

With the impact of the NRS on all ABLE programs, the resource center will work in conjunction with the State Leadership Team to meet the needs of not only the region, but also the state in training staff in the implementation of the Ohio Portfolio Assessment System.

In December of 1999, the Central/Southeast ABLE Resource Center sponsored four people from our region to participate in the Bridges to Practice initiative. It is anticipated that these four people will play a vital role in the state's LD delivery system.

Conclusions/Recommendations:

With the resignation of Rick McIntosh as Program Director, the resource center finds itself at a crossroads. Changes and additions to the staff and expanded capabilities of such changes lead to exciting and challenging potentials and possibilities. With the change in philosophy coming from the Ohio Department of Education, the resource center will be working even more closely in the next year with the other resource centers in developing and delivering consistent staff development and leadership to all ABLE programs. With O-PAS and greater consistency in staff development, it is our sincere hope and goal that the quality of services we provide to the state will greatly benefit those whom we ultimately serve.

Additional Comments:

The Central/Southeast ABLE Resource Center appreciates the foresight that Michael Aronoff-Jones and Rick McIntosh have had in our region. Their vision of the future has assisted our region in being in a better position to embrace the changes that are impacting the field at this point in time. Many of our programs have already embraced the concepts that might be new to other regions of the state.

We would also like to take this opportunity to thank James Bowling, whose special interest in the political arena has kept us abreast of relevant and pertinent information regarding literacy education in the state and nation. Mr. Bowling plays a vital role in the future health of all of our programs in Ohio.

In addition, the leadership and commitment of the resource center's Advisory Board is also to be commended. With their insight into the field's needs, the recommendation that we hold the same

type of trainings in different areas of the region will be a goal that the center will strive to meet in the next program year.

Finally, the resource center must acknowledge the quiet, yet supportive guidance of Dr. Ralph Martin, whose connections with the university community, as well as, other areas of literacy continue to guide the center into expanding it's impact.

Southwest ABLE Resource Center

Grant Recipient: Sinclair Community College

Grant Allocation: $224,206.00

Project Period: September 1, 1999 through August 31, 2000

Project Director:
Susan Bodary
Project READ
444 West Third Street, Room 12201
Dayton, OH 45402-1460
937 512-4531

Project Description/ Purpose:

Located at Sinclair Community College in Dayton, Ohio, the Southwest ABLE Resource Center is one of four Adult Basic and Literacy Education regional resource centers funded by the Ohio Department of Education. The Southwest ABLE Resource Center serves ABLE practitioners in 15 counties in southwestern Ohio and works collaboratively with the Resource Center Network professionals in Ohio . The mission of the state Resource Center Network is to enhance the capacity of adult literacy education programs in Ohio to provide quality education for adults, families, and workers by providing the communications, leadership, and support services needed for continuous improvement.

The Southwest ABLE Resource Center carries out its mission by fostering joint planning, coordination, and collaboration at the national, state, and local levels, and by providing a wide variety of professional development opportunities, easily accessible technical assistance and adult literacy resources to adult literacy programs and practitioners.

PROJECT OUTCOMES (NON-TRAINING ACTIVITIES):

The Southwest ABLE Resource Center staff considers the non-training activities a high priority and devotes much time to the development of processes, techniques, and methods to improve the scope and delivery of these service components. Non-training components include technical assistance, the resource library component, planning activities, and collaboration networks and advocacy. The following summary FY 00 resource center activities and initiatives reflects the dedication of a committed staff who have worked hard to continue the expansion of services and to increase the number of adult literacy practitioners accessing these services and being reached by the resource center in the field.

Outcomes Of Technical Assistance And Resource Dissemination:

The conscientious efforts of the Southwest ABLE Resource Center staff have made major contributions to literacy programs and practitioners throughout southwest Ohio, as well as other regions of the state. The resource center staff have supplied easily accessible and pertinent technical assistance and material resources needed by the field to improve the instruction and

delivery of literacy education in Ohio ABLE programs. The following summary of these activities reflects the demand for, and the scope of, available services.

There have been many positive outcomes directly related to the easily accessible technical support and collection of adult literacy resources offered by the Southwest ABLE Resource Center. As a result of the additional outreach to adult literacy personnel, the number of practitioners requesting resources and technical support has increased and continues to include providers from regions other than the southwest and from other states. The number of entire program staffs visiting the resource center has also increased with the result that more teachers have taken advantage of our resource library for the first time. This avenue also supplied us with the occasion to show teachers and support staff the opportunity they have for increasing their skills through PD Online. Enhancing the newsletter has resulted in its perception as a source of information and support. We have received several comments on the helpfulness of its contents and compliments on its appearance. Practitioners often call referring to resources featured in the newsletter or stop in with it in their hand.

- **Technical Assistance:**

  - Assisted approximately 90 literacy practitioners with curriculum expansion materials.
  - Responded to daily requests (average four per day) from the field for information and research on adult literacy topics and helped with organizational issues through phone, FAX, email, and mailings.
  - Expanded the collection of Internet resources appropriate for adult instruction and communicated web site information to practitioners.
  - Disseminated over 600 resources to ABLE practitioners in Ohio.
  - Previewed adult literacy software and installed demo software for preview at the resource center.
  - Researched and distributed information on assistive technology for disabled students (focused on LD).
  - Advised coordinators and staff on general operations of ABLE and OPAS issues.
  - Assisted approximately forty literacy practitioners who visited the resource center or called requesting on-line resources, preview of computer software programs, and/or other technology-related resources.
  - Visited three program sites to assist with OPAS implementation plans and share professional development plans.
  - Offered on site assistance to literacy programs through email communications and nine scheduled site visits by the coordinator and/or program liaison.
  - Assisted programs in the LDTD project and the PQE Grants with program plans, information on LD screenings, refining best practices collections, and coordination of site visits.
  - Planned and helped organize the four regional EFF trainings for the state PQEG pilots.
  - Executed site visits to the four programs in region 3 who were EFF PQEG pilots.
  - Compiled and distributed three modules on topics requested by literacy practitioners.
  - Expanded the newsletter to include articles relevant to teachers and administrators such as an OPAS overview, a summary of a lesson plan, lists of educational web sites, as well as the new and featured library resources.

- Presented or facilitated at approximately 20 regional and/or state meetings, workshops, and conferences and attended approximately 15 professional development/informational workshops.
- Provided the field with the fiscal and technical support to attend, participate in, and/or present at ODE statewide initiatives or trainings, OAACE, COABE, and other state and national conferences.

- **Resource Library**

  - Expanded the lending library of adult literacy resources with a concentration of new materials relating to science, social studies, learning disabilities, and ESOL. The newsletter also carried an invitation to programs to visit the resource center.
  - Re-organized the resource library into user-friendly categories to facilitate library use by visiting practitioners.
  - Updated the resource library by discarding obsolete or ineffective material.
  - Showcased new resources at workshops and meetings and featured selected resources in the quarterly newsletter that is disseminated to the southwest region.
  - Researched resources of adult literacy materials, previewed software from various publishers, and tracked requests for specific resources from the field purchasing additional copies of those materials most in demand.
  - Located and made available on-line resources that complement library resources requested by practitioners.
  - Compiled a list of resources to assist ABLE programs with implementation of OPAS.
  - Hosted five program staff visits to our resource library.
  - Instituted a practice of sending a Feedback Form with each mailing of resources to keep apprised of the resources that are especially helpful to practitioners.

OUTCOMES OF PLANNING, COORDINATION, AND ADVOCACY ACTIVITIES:

The Southwest ABLE Resource Center planning component is an ongoing process that is integrated into all Resource Center activities and utilizes a variety of tools and resources. Through collaborative efforts and working partnerships sharing of information, expertise, and resources has resulted in less duplication of efforts, improved services, and a more effective process for incorporating statewide policies and initiatives. The Southwest ABLE Resource Center staff participated in the planning, promotion, preparation, and often presentation of the following activities and/or initiatives:

- Organized, planned, and facilitated meetings of the Advisory Committee on September 1, 1999; January 12, 2000; and June 20, 2000. To assist in communication to and planning by the Advisory Committee, a Directors' Assembly was instituted in FY 00. The Assembly meets directly prior to the Advisory Committee.
- Reviewed and compiled information, comments, and suggestions from Program Professional Development Plans and Individual Professional Development Plans, workshop evaluations, and verbal requests to identify and plan for the delivery of regional professional development activities, technical support, and resources needed by the adult literacy practitioners in the southwest region.

- Planned for the assembling and storage of approximately 350 additional Retention Toolboxes, including the acquisition of 350 outer and game boxes.
- Distributed a complimentary Retention Toolbox to the Adult Basic Education Office in each state of the union. Nearly 300 additional toolboxes were ordered by and distributed for cost of shipment to adult programs and training centers in eleven states and the District of Columbia.
- Participated in regularly scheduled staff planning and coordination meetings.
- Participated in strategic planning for OPAS implementation with practitioners, administrators, resource center personnel, and ODE representatives regularly through May 2000.
- Planned segments of and participated in the third OPAS teleconference.
- Organized and facilitated the showing of the OPAS teleconferences at three sites in the southwest region, which resulted in the delivery of consistent training on the principles and requirements of OPAS throughout the region.
- Met with other resource centers' personnel to plan and revise New Teacher Orientation and the ABLE Teachers Manual resulting in consistent, standard ABLE Teacher Manuals and New Teacher Orientation throughout the four regions of the state.
- Met with other resource center's personnel to determine necessary training required for OPAS implementation and advance the scheduling of such training. Initial OPAS trainings have been identified and scheduled.
- Helped to host and facilitate a two-day regional Spring Directors' Meeting for the southwest region.
- Participated in regional and state planning meetings with ODE, the Resource Center Network, and other adult literacy providers to learn about pertinent resources and initiatives, to do strategic planning, and to develop state policies and guidelines.
- Worked collaboratively with the state and regional resource centers on various joint activities and projects including training development, state conferences, and informational print.
- Participated in the planning and development of the LDTD Project in Ohio.
- Participated in the planning of the LD portion of the PQE Grants in the program support and training areas
- Publicized ABLE programs and special events through quarterly publications of the *Southwest Exposure* newsletter.
- Provided print and on-line information to teachers and programs to advocate for adult education.
- Attended the Meet Your Legislator Day in association with the OAACE Conference.

PROJECT OUTCOMES (TRAINING ACTIVITIES):

A great number of relevant quality professional development activities are made available to Ohio ABLE practitioners each year by local, regional, consortia, state and national factions. Normally in southwest Ohio many of these are planned, presented, or facilitated by the Southwest ABLE Resource Center. However, FY 2000 was unusual in that there were few trainings offered after February 2000. Due to the time devoted to the establishment of policies procedures and the preparation for implementation of OPAS, the months of March through May

were intentionally unscheduled. Consequently, time and money were available to support the three *OPAS Teleconferences* and *Focused Work Groups* which comprised the second half of the traditional training schedule.

Five hundred twenty one adult literacy practitioners attended the *OPAS Teleconference* broadcasts in southwest Ohio, and 73 ABLE teachers and program directors participated in the series of four *Focused Work Groups* on OPAS issues. In addition, 21 trainings were held with 426 individuals in attendance, with nearly 60 practitioners supported through the resource center to attend state or national conferences. Eight practitioners applied for and received tuition reimbursement for class work related to their positions in ABLE. Written evaluations and verbal feedback on these activities document the clear-cut positive influence that these activities have had on adult literacy providers to enable them to provide quality services and instruction to adult learners in southwest Ohio. The attached report is a summary of the professional development activities offered through and supported by the Southwest ABLE Resource Center.

Training Events sponsored/facilitated by the Southwest ABLE Resource Center for FY 2000 follow.

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
10-15-99	**New Teacher Orientation** Denise Pottmeyer and Resource Center Staff	To give participants a working understanding of adult learning principles, motivation techniques, classroom management practices, teaching strategies, goal attainment, the implications of WIA, EFF; model best practices; expand participants' knowledge of ABLE delivery and support system	5	20
10-23-99	**Effective Helping** Fran Steigerwald	Practice and use attending, active listening, reflective responding; assess and recognize students' special needs; implement effective counseling interventions; recognize own limitations and areas of needed growth; make effective referrals for mental health counseling	5	16
11-5-99	**Retention - NW region** Resource Center Staff and Lynn Reese	Learn about retention principles, strategies and their application using classroom/program scenarios; engage in activities using materials and instruments from the Retention Toolbox and the Indicators of Program Quality Resource Guide; identify retention factors and strategies/processes for improvement and discuss their implementation	5	22

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
11-12-99	**Retention - NE region** Resource Center Staff and Lynn Reese	Same as above	5	22
11-19-99	**Retention - C/SE region** Resource Center Staff and Lynn Reese	Same as above	5	24
12-3-99	**Retention - SW region** Resource Center Staff and Lynn Reese	Same as above	5	32
11-18-99	**ESOL Teaching Strategies** Gloria Gillette	Provide participants with a repertoire of teaching strategies and information for the ESOL classroom	5	23
1-7-00	**Ohio History Project** OLRC Staff	Participants will learn how to implement community history into an ABLE classroom; will identify a project to explore with their ABLE class	4	18
1-29-00	**Multiple Intelligences** Scott Michaelis	Participate in discussion/presentation of the theory of Multiple Intelligences; engage in Multiple Intelligences learning activities that can be applied in ABLE classrooms; network with colleagues and share best practices	5	34
2-11-00	**Making Social Studies Interactive and Fun** Kay Sandvig	Participants will explore ideas and perform simple activities that can be used in the ABLE classroom to connect social studies principles and vocabulary to simple observations and common knowledge; this will serve to make the teacher more comfortable with teaching social studies as well as help to communicate social studies content to the student.	5	10
3-3-00	**Accountability Study Circle** Andrea Parella	Participants will examine performance accountability in adult basic education and discuss what kind of system would meet the needs of everyone in the field	3	9
3-17-00	**Accountability**	Participants will read information about new	3	9

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
	Study Circle Andrea Parella	literacy studies and the WIA and discuss the capacity of adult basic education programs to measure their performance		
3-31-00	**Accountability Study Circle** Andrea Parella	Participants will discuss the recommendations in Contested Ground and their relevance to their own work and network with one another to solve problems with WIA implementation	3	9
4-28-00	**OPAS Teleconference I** 3 sites in region	Participants will receive an overview of WIA, NRS, and OPAS, and be introduced to new FY 2001 policies and guidelines for state funded ABLE programs, and receive ideas and guidance in implementing the new accountability system measures in their programs	4	172
5-5-00	**OPAS Teleconference II** 3sites in region	Participants will be introduced to the new ODE assessment policy, the Ohio Uniform Portfolio System and its purpose, the new follow-up requirements for core outcome measures, and receive ideas and guidance in implementing the new accountability measures in their programs	5	174
5-19-00	**OPAS Teleconference III** 3 sites in region	Participants will be introduced to the ODE Student Experience Model, will hear the importance of student orientation, registration, and goal setting, will receive ideas and guidance in implementing the new accountability measures in their programs	5	175
6-9-00	**ABLELink Track I** Donna Jay	Participants will learn to startup and set-up ABLELink, how to distinguish between detail and total attendance, site to site procedures, how to back up and restore database, how to create and restore student archives, compact the database, find info in Access, create queries and/or reports in queries database.	3	7
6-9-00	**ABLELink Track II** Donna Jay	Same as above.	3	28

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
7-11-00	**Focused Work Group on Orientation I** Resource Center Staff	Participants will cooperatively explore and plan for the organization, management, and delivery needs for implementing a formal student orientation process, strengthen networking with other ABLE programs in sw Ohio to better meet the requirements of WIA and OPAS	4	13
7-18-00	**Focused Work Group on Portfolio** Resource Center Staff	Participants will become familiar with the concept of portfolio assessment, define and review goal of portfolio assessment, increase understanding of Ohio's UPS, network with other ABLE programs to ease the transition into use of the UPS	4	37
7-25-00	**Focused Work Group on Orientation II** Resource Center Staff	Participants will cooperatively explore and plan for orientation components that will foster rapport and build support systems with students, become familiar with resources available at the resource center to assist them with OPAS implementation, exchange ideas and products for program marketing and student/program information exchange, strengthen networking with other ABLE programs to better meet requirements of WIA and OPAS	4	8
8-8-00	**Focused Work Group on Orientation III** Resource Center Staff	Participants will cooperatively explore and plan for orientation components that will lead students through the first two steps of goal setting as outlined in OPAS, cooperatively explore and plan for the learning styles component of orientation, become familiar with resources available from the resource center on goal setting and learning styles, strengthen networking with other ABLE programs to better meet the requirements of WIA and OPAS	4	15
8-1-00	**BEST Test Training** Carol Van Duzer and Lynda Terrill from the	Participants will receive training and information on implementing the BEST Oral and Literacy Tests in ABLE/ESOL classes	5	39

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
	Center for Applied Linguistics			
8-18-00	**Math Kick-off Days** Nancy Marcus, Paula Mullett and NASA Representative	Participants hear about the changes in the GED test for 2002 in math and science; will learn how to use the calculator selected for use on the GED 2002 math test	6	31
		Totals	**105**	**947**

Impact of Project (other than outcomes stated in II and III):

In addition to the outcomes described above, the Resource Center Network's role as liaison to the ABLE field for the Ohio Department of Education has resulted in enhanced communication and collaboration between programs and the state, and has improved consistency and coordination at the local, regional, and state level. The inclusion this year of a program liaison position at the Southwest ABLE Resource Center has increased communication with ABLE programs in the southwest region. This has enabled the resource center staff to keep up to date on the field's understanding and implementation of OPAS, which in turn supplies excellent insight for planning future OPAS training.

Products Developed (if applicable):

Print materials in the form of newsletters, memos, training calendars, and topic modules have been developed by Southwest ABLE Resource Center personnel and distributed to the adult literacy providers in Ohio. No new products have been developed for the Retention Project; however, considerable time and energy was expended to distribute the approximately 350 additional Retention Toolboxes gained by the resource center. The ongoing products developed and distributed include:

- Three editions of the Southwest Exposure newsletter were mailed to approximately 500 adult literacy providers
- Three topic modules (assistive technology, poetry, and problem solving activities) were developed and made available to ABLE practitioners in the southwest region
- Fifteen annotated bibliographies were consolidated into one and prepared for duplication. The reduced duplication of entries will allow for a smaller number of pages than were present in the fifteen bibliographies; therefore, more copies can be distributed. It is hoped that each program site could have a copy of the Southwest

ABLE Resource Center bibliography , and that this would increase the number of teachers accessing the library materials.

- Over 50 complimentary toolboxes were sent to Adult Education Offices in each state. This resulted in programs, colleges, resource and training centers ordering Retention Toolboxes for their use. The feedback received by resource center staff was very positive and complimentary. Some entities re-ordered toolboxes for further distribution and use.

Project Continuation and/or Future Implications:

It will require strongly committed, experienced people to take Ohio ABLE into the future created by the Workforce Investment Act and the National Reporting System. The development of OPAS is only the beginning; we must develop and shape the structure that can make it work. The Resource Center Network provides the vital tools and services that are needed to accomplish this work: experience in the field of adult education; insight into the issues of and rapport with program personnel; a collection of relevant material resources; an effective training infrastructure; and developed technical support capabilities. This project will continue to support and collaborate with the Ohio Department of Education and the Ohio Resource Center Network to provide these vital services and proficiencies to the ABLE field to equip them to implement OPAS and meet the core indicators of performance.

Conclusions/Recommendations:

Increased staffing and improved communication have made it possible for the Southwest ABLE Resource Center to expand the number and the quality of support services to ABLE providers in southwestern Ohio. The regional and state resource centers continue to be a vital component of the support system designed to help the ABLE field improve overall program delivery and effectiveness. To ensure the continuation of these valuable services, it will be necessary to continue the operations of these centers at the current level of funding and to continue activities that will strengthen both intra and interagency partnerships and collaborations.

To ensure the efficient operation of these vital resource centers, the consortia system plays a vital role in the distribution of professional development funds. The future holds increased collaboration among the regional resource centers, the development and delivery of core trainings, and the regional support of EFF. The consortia system enables resource center staff to spend less time on stipend paperwork and more time on planning and shaping professional development activities and providing technical support to ABLE programs. This increases the capacity of adult education programs in Ohio to meet the Core Indicators of Performance than to do paperwork to pay stipends.

Additional Comments: None

Northwest ABLE Resource Center

Grant Recipient: Owens Community College

Grant Allocation: $270,997

Project Period: September 1, 1999 - August 31, 2000

Project Directors:

Linda Stacy, Division Director
Owens Community College
Center for Development and Training
P.O. Box 10000
Toledo, Ohio 43699-1947
419-661-7425

Project Description/ Purpose:

The Northwest ABLE Resource Center is one of four regional resource centers in Ohio devoted to providing technical assistance, resources, and professional development opportunities to adult basic and literacy education programs and practitioners. These four regional ABLE Resource Centers and the Ohio Literacy Resource Center form the Resource Center Network that acts to coordinate and consolidate the activities supporting the mission of the centers.

The Northwest ABLE Resource Center serves Northwestern Ohio by assessing the needs of the ABLE programs and practitioners through the PPD and IPDP process, informal surveys, feedback from workshop evaluations, and direct contact. Professional development and technical assistance are provided as determined from the needs assessments and state mandates. The NW ABLE RC works closely with Laurel King at the Owens Community College Library to house, maintain, and process the ABLE Collection. This collection is accessible to everyone through the RC, Owens, and the OHIOLINK library system. In addition, the RC develops and purchases many resources that are housed in the Center itself. Resources are highlighted each week in the electronic newsletter so that programs and practitioners are aware of the resources available to them through the RC. Technical assistance is provided as needed by RC staff and others through the RC and/or the RC Network.

Project Outcomes (Non-training activities):

The NW ABLE RC hosts four Advisory Committee meetings each year. Directors meet at the annual ABLE State Directors' Meeting and the Spring Regional Meetings. Electronic correspondence with directors and coordinators is done at least weekly with the E-FYI. The NW ABLE Advisory Committee has decided that the electronic newsletter eliminates the necessity of printing a quarterly Northwest Notes. Periodically, special announcements will be sent to all practitioners, but the main correspondence will be electronic. All information concerning RC-sponsored and other activities, PD procedures and forms, registration forms, and other information are posted electronically and stored on the RC Web Site.

The NW ABLE RC continues to promote participation in professional development beyond that provided by the RC. As a result, many practitioners in NW Ohio attend and/or present at OAACE, AAACE, COABE, TESOL, and other state and national conferences.

Project Outcomes (Training Activities):

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
9/11/99	Math Kick-Off/ OLRC	Learn to use manipulatives, algebra, geometry	5	32
9/17/99	New Teacher Orientation NW ABLE	Train new teachers on ABLE and current issues	5	17
10/2/99	Teacher/Vendor Fair NW ABLE	Encourage practitioners to keep current on issues	5	68
10/22/ 99	New Teacher Follow-up--NW ABLE	Continue training new teachers	5	12
11/5/99	Retention Project Jana Postletwaithe	Guide practitioners in retention techniques	5	18
11/6/99	New Teacher Orientation -- (Saturday) NW ABLE	Train new teachers on ABLE and current issues	5	10
11/9/99	Presentation Skills I NW ABLE	Learn about effective presentations	5	4
1/8/00	New Teacher (Saturday) Follow-up NW ABLE	Continue training new teachers	5	6
12/3/99	ESL Strategies Gloria Gillette	Learn latest ESOL techniques and strategies	5	16
1/14/00	Veteran Teacher Refresher NW ABLE	Share ideas, concerns, and learn about current issues	5	15
1/28/00	Presentation Skills II NW ABLE	Present effective presentations	5	6
1/21/00	Marketing Literacy--Deena Kaufman	Develop a marketing plan for literacy classes	4	11
2/11/00	Computers in the Classroom Marty Ropog	Learn how to use technology in the classroom	5	11
2/25/00	Veteran Teacher Refresher II NW	Continue discussions, sharing, and look at new orientation	5	12

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
	ABLE	procedures		
3/4/00	Internet OLRC staff	Learn internet uses for ABLE classrooms	5	15
6/23/00	ABLELink OLRC staff	Train new ABLELink personnel on system	3.5	8
6/23/00	ABLELink OLRC staff	Train veteran ABLELink users	2	18
7/7/00	Access Dick Hopkins(Owens)	Train on Access program--especially for ABLELink applications	5	13
8/5/00	Access Dick Hopkins (Owens)	Train on Access program--especially for ABLELink applications	5	16
		Local Program Group Activities		
12/17 /99	Destinations--Computer Software Training Vanguard	Hands-on training for classroom records/answer keys	6	5
1/8/00	Visions and Learning Upper Valley	Understanding visual connections to learning	3	19
3/4/00	Internet Training Norwalk	Demonstrate the use of Internet in the classroom	4	10
3/4/00	Hearing and Learning Upper Valley	Understand hearing connections to learning	3	19
3/22/00	AS Math Apollo	Use to do math on the computer	5	9
		Individual Activities--ABLE other centers		
9/16/99	OLN Conference	Learn about Family Literacy concerns	5	3
9/18/99	Math Kick-off OLRC (attended at NE)	Learning new strategies for teaching math	5	2
11/18 /99	ESOL Strategies/Techniques--Gloria Gillette (attended at NE)	Learn new strategies for ESOL	5	4

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
2/5/00	OLRC Math OLRC	Learn new strategies for teaching math	5	6
		Individual Activities--other		
10/6/99	Wilson Reading System Central Ohio SERRC	Learn one of the suggested methods of teaching adults	5	2
10/18 /99	Ottawa Co. In-service Day Ottawa Co. Bd. Of Ed.	Learn about school violence, drama, calendars	3	1
10/18 /99	Sylvania's Symposium: Teaching Sylvania City Schools	Learn helpful teaching strategies	5	1
12/8 - 12/9/99	Mother Goose Asks Why Westerville Public Library	Learn about parent-child relationships	10	1
1/7 - 1/23/00	Education for Character Communicate Institute	Help high-risk students succeed	20	1
1/28/00	Functioning Levels for ESOL Janet French	Plan descriptors for ABLE/ESOL programs	5	4
2/26/00	Stevenson Reading Program Tom Diebold	Understand dyslexia and other reading problems	5	2
3/15 - 3/17/00	Grant Programs National conference	Measuring and Improving performance of grant programs	18	1
5/25/00	Kaleidoscope 2000 Ohio government agencies	Personal development and enrichment	6	6
3/00 - 5/00	Qualitative Research/Case Study Ashland University	Masters' degree class concerning research issues	3 credit hours	1
6/3 - 6/4/00	Strengthening the Self Cincinnati	Learn backgrounds of difficult family situations	10	1
7/11/00	Orientation	Learn about orientation model for	5	3

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
	Organization SW ABLE	O-PAS		
		ABLE Conferences		
10/14-10/17/99	AAACE various presenters	Annual conference	24	5
10/22 - 10/23/99	Ohio TESOL various presenters	Improve teaching of ESOL classes	12	7
2/5/00	OLRC Statewide Math OLRC staff	Learn hands-on techniques	5	6
2/6 - 2/7/00	Reading Recovery Conference Reading Recovery staff	Learn to serve/teach to different learning styles	12	1
2/9 - 2/12/00	PRONET Pelavin Research Associates	Learn the latest in professional development	24	2
3/5 - 3/8/00	COABE various presenters	Learn of current trends in adult basic education	24	1
4/7/00	Ohio Writers' Conference OLRC	Promote creative writing	5	2
4/13-4/15/00	OAACE various presenters	Learn and network with peers	16	101
		Other Conferences		
10/10 - 10/12/99	Early Childhood Conference various presenters	Learn new hands-on activities for families	18	1
12/2 - 12/4/99	LERN various presenters	Learn trends and issues in lifelong learning	18	3
3/30/00	Educational Symposium NW Ohio Pro. Dev. Center	Reinforce positive attitudes about teaching	4	1
5/7 - 5/9/00	Workpl. Learning Conference various presenters	Learn latest trends and issues in workplace education	20	8

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
		RC Special Activities		
9/22/99	NW RC Advisory Committee	Report on activities and plan future projects	5	11
10/26-10/27 /99	Fall Directors' Meeting ODE	Annual meeting	12	4
11/1/99	Workplace Education Committee Meeting	Report and plan project activities	5	10
11/22 /99	Literacy Pre-Summit various presenters	Plan national literacy summit for spring 2000	6	2
11/29 - 11/30 /99	Workplace Education Committee Meeting	Plan future training and improvements to Resource Guide	10	9
12/15 /99	ESL Teleconference	Explain new grant program	1	1
1/11/00	NW ABLE RC Advisory Comm.	Report on activities and plan future events	4	14
1/12/00	Workplace Education Comm.	Prepare for ODE presentation	5	6
1/24/00	Workplace Ed team at ODE	Report on project	3	6
3/14/00	NW ABLE RC Advisory Committee	Report on activities and plan future projects	3	14
4/13/00	Workplace Education Committee at OAACE	Plan for Workplace Learning Conference	3	8
4/28, 5/5/, & 5/19/00	O-PAS Teleconferences Various	Learn about and prepare for changes in ABLE	12	450
7/19/00	Workplace Education Committee	Continue work on project	10	8

Impact of Project (other than outcomes stated in II and III):

With the introduction of WIA, NRS, and O-PAS, there has been an increased demand on the RC staff for clarification and assistance with implementation of the requirements. This year, the NW region was aware of changes early through the proactive approach of our Regional Consultant, Jeff Gove. Through meetings with programs, Advisory Committee meetings, and the Spring Regional Directors' Meeting, the NW region was prepared for some of the changes and asked for assistance early on. That demand has led to the compilation of packets of information containing models and resources for programs and practitioners to use to implement the various parts of O-PAS. The weekly E-FYI has been another source of information and resources with web sites and other sources provided.

Again this year, practitioners are taking advantage of the professional development options available to them beyond just RC-sponsored events. Many are attending and/or presenting at state and national conferences, and others are pursuing their professional development through other sources. (Their reports will be another feature of the web site.)

The Northwest ABLE Resource Center Web Site has been developed and will be enhanced soon. This site is another resource available to ABLE programs and practitioners. The goal is to keep the web site stocked with information and sources for information, good practices, and models to use. In addition, this site is where all paperwork required by the NW ABLE RC will be housed. Currently, all the documents are not interactive, but the ability to register, complete documents, and send them electronically will be available.

A number of professional development activities are available to ABLE program staff each year.

Products Developed:

Products developed this year include the following packets:
Great Grammar
Goal Setting and Individual Learning Plans
Workplace Education Basics
Learning Disabilities
Time Management and Study Skills
(More packets are planned for next year.)

All of the above packets have been highlighted in the E-FYI and have been sent to all requesting them. In addition, all packets were available at the Teacher/Vendor Fair for people to take with them. All packets are free of copyright infringements.

The Web Site is another product that has been developed by RC and Owens' staff. (See above for description.)

The NW RC has continued its Workplace Education project and has produced the Workplace Education Resource Guide, which continues to be refined. A power point presentation has been developed, as well. Both have been presented at state and national conferences. A team from

the Workplace Education Committee traveled to San Antonio to present at the American Association for Adult and Continuing Education, and another team presented at the Workplace Learning Conference in Dearborn.

Project Continuation and/or Future Implications:

With the multiple changes and requirements involved with O-PAS, NRS, and WIA, the NW ABLE RC will be available to assist programs and practitioners in a variety of ways. This year, the PD emphasis will be on O-PAS. The annual Teacher/Vendor Fair had O-PAS as its theme, and the comments from participants were excellent. However, there is still a great need for more PD around the UPS, goal setting, documentation, and follow-up. These are all areas that the RC Network and the State Leadership Team will be working on for this year and beyond. The NW RC will continue to produce packets developed specifically to meet these needs.

The NW RC will be continuing with the Workplace Education Project. There are outstanding issues that will be addressed by the committee:

Computer literacy assessment
Orientation model--Goal setting and other special needs for the workplace
Technical assistance
Professional development
Compilation and sharing of workplace models for O-PAS implementation
Exploration of ROI and how to show ROI to partners
Collaboration with peers
Resources
Operations Training Council of Ohio (OTCO) collaboration
Participation in state and national conferences

Conclusions/Recommendations:

The WIA, NRS, and O-PAS requirements have huge implications for ABLE in Ohio. The time and paperwork involved will be a hardship for some programs. The RC must continue to be available and ready to assist in whatever way possible. However, that assistance is dependent, in large part, upon decisions being made and information communicated to the RC Network from ODE-ABLE staff. The RCs cannot continue to work without solid, consistent information from the state level.

As last year, consistency and communication are the key elements in the delivery of quality resources, technical assistance, and professional development to ABLE programs and practitioners.

Additional Comments: None

Northeast ABLE Resource Center

Grant Recipient: Euclid City Schools

Grant Allocation: $433,985.00

Project Period: 9/1/99 – 8/31/2000

Project Administrator:
Delores Tocco Tekieli
Euclid City Schools
651 East 222nd Street
Euclid, Ohio 44123

Project Director:
Gloria W. Gillette
Northeast ABLE Resource Center
291 East 222nd Street
Euclid, Ohio 44123

Project Description/ Purpose:

The Northeast ABLE Resource Center is one of four regional centers providing professional development opportunities and technical assistance to ABLE programs in Ohio. The Center also acts as a liaison between the Ohio Department of Education Adult Basic and Literacy Education Division and the ABLE programs and maintains an on-site library and computer lab.

Project Outcomes (Non-training activities):
Miscellaneous:

- Our library has grown (over 6500) and we have begun to add more items in the areas of goal setting, career counseling, assessment, ESOL family literacy, science, web-based learning and lesson plans, etc.

- Over 600 regional teachers and more statewide have accessed the library through personal visits (numbering 138), by phone (218 calls), by Email or by accessing the website.

- Approximately 1650 technical assistance contacts were made via phone, FAX, walk-ins or site visits.

- The Center's computer lab continues to offer teacher training and software review. Internet access is available at all stations in the lab. Software review is done on both Mac and PC platforms. Software reviews and evaluation are done regularly and information is provided to interested programs.

- The Director and/or staff have:
  Director chaired two statewide conferences – Fall Ohio TESOL and the ESOL Family Literacy Conference

  Presented at 51 workshops and conferences

  Attended 102 assorted meetings with ODE or other ABLE practitioners

Presented outside Ohio at 1 conference
Met monthly with other resource centers to continue to share ideas and collaborate on projects

Special Projects: ESOL Systems Design Project

- Chaired statewide Lau/TESOL conference for over 500 participants. Developed an adult education ESOL strand and increased added participation.
- Chaired and hosted statewide ESOL/Family Literacy conference for over 200 people.
- Developed ESOL Standards for statewide implementation in response to the NRS.
- Developed ESOL UPS Portfolio Documentation Logs for statewide implementation.
- Developed, distributed the sample activities illustrating activities included in the documentation logs.
- Covened two ESOL Summits with participation from across the state to oversee and contribute to above projects.
- Oversaw the On Common Ground Incentive Grants including coordinating two trainings with the OLRC.
- Oversaw the research and statewide implementation and training of the BEST Test for all programs in the state.
- Conducted eight statewide BEST trainings.
- Purchased and distributed BEST materials to all ESOL programs in the state.
- Continued quarterly distribution of the hard copy ESOL Newsletter to over 700 people.
- Distributed a bi-weekly electronic ESOL Newsletter to over 200 people on an ongoing basis.
- Supported the EFF Fellowship, which was awarded through the Northeast ABLE Resource Center to Kathy Olson for future development activities on the ESOL Standards.
- Conducted several ESOL specific computer workshops.
- Developed an ongoing ESOL software inventory and review list. Increased software holdings, particularly in interactive areas.
- Maintained an ongoing Internet resource list for ESOL teachers.

- Updated and maintained ESOL/NRS information on our website for the field, including NRS Standards, Documentation Logs and support materials.

- Oversaw, funded and distributed to all programs in the state development of a model ESOL curriculum through Cleveland Municipal Schools.

- Distributed the following to all programs in the state:

  OPAS/ESOL Documentation Logs

  New York Native Language Screening Device in 27 different languages

  A support piece on Language Learning Strategies (developed in-house) to aid in implementation of the NRS/OPAS UPS

  Family Literacy information in 13 languages

- Provided ongoing technical assistance to all programs in the area of BEST implementation and NRS/ESOL implementation.

- Presented a variety of ESOL workshops and presentations nationally and across the state supporting ESOL in general and ESOL/NRS implementation.

- Was named Adult Education Liaison for the Ohio TESOL Board to ensure continued support and inclusion of Adult Education professionals in the field.

- Hosted, in cooperation of the University of Findlay, a graduate ESOL program with classes held at the Northeast ABLE Resource Center for the convenience of teachers in the Cleveland area. Expanded classes to include undergraduate classes for those interested in TESOL certification.

- Continued to serve on the K-12 ESOL Advisory Committee for the Ohio Department of Education.

- Funded On Cultural Terms, a book analyzing 20 cultures with professional development activities and support materials for adult education ESOL teachers across the state. It is in the process of being printed.

- Provided ongoing technical assistance to the field in the area of ESOL through phone contact, library offerings and a variety of communiques.

Project Outcomes (Training Activities):

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
9/8/99	*Intercultural Awareness,*	*To learn new ways to work with students*	*2.5*	*8*

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
	Michael Kuratz	*of various cultures*		
9/10 1999	Advanced Internet, Andrew Venclauskas	To teach internet skills of downloading, transfering and compressing files	4.8	4
9/17 1999	*Applying Invest System Software in Destinations 2.0, Cleveland Public Staff*	*To learn to use Destinations 2.0 software in an ESOL curriculum*	*4*	*12*
9/18 1999	Math Kick Off Day, Paula Mullet & Kathleen McDonnell	To learn new strategies for teaching math skills	5.25	24
9/24 1999	Intermediate Word, Andrew Venclauskas	To learn advanced techniques for using Microsoft Word	4.25	3
9/25 1999	New Teacher Orientation, N Rosenzweig, J Ishee, P Mullet & G Gillette	To learn how to effectively teach adult students	5.5	30
10/1 1999	Resource Fair, Varied	To present ABLE Staff with an opportunity to learn new skills and network with peers	4.25	197
10/8 1999	Access97 Basics, A Venclauskas	To learn to manage data in a table, create queries and make forms	4.75	9
10/22 1999	Internet Lesson Plans, P Mullet	To learn to develop lessons using internet materials	3	2
11/3 1999	New Directors' Meeting, J Leftwich & G Gillette	To prepare new directors to manage an ABLE program	5	11
11/5 1999	Internet Basics, A Venclauskas	To understand and learn to search the Internet	4.25	4
11/12 1999	Powerful Tools for Continuous Improvement and Student Retention, K Knall & J Postlewait	To learn ways to use the retention tool box. To understand and improve retention.	5	22
11/14-16 2000	ESOL Summit – 3	To develop ESOL standards	12.25	21
11/17 1999	*Westside ABLE Directors' Meeting, Varied*	*To share problems & successes with other directors*	*2*	*8*
11/20 1999	Intro to Excel97, A Venclauskas	To learn to use a basic spreadsheet program,	4.75	11
12/3 1999	Advanced Internet, A Venclauskas	To teach internet skills of downloading, transferring and compressing files	4.8	6

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
12/17 1999	Intermediate Word97, A Venclauskas	To learn advance techniques in Microsoft Word97	4.5	3
1/14 2000	History of Ohio Communities, C Sapin & M Epstein	To learn about the Ohio History Project and ways to use this with students	5	9
1/26 2000	*Westside Directors Meeting, Varied*	*To share problems and successes with other Westside Directors*	*2*	*5*
2/4 2000	Windows95 Basics, A. Venclauskas	To understand the basics of Windows95	4.25	6
2/19 2000	Word97 Basics, A. Venclauskas	To understand the basics of Word	4.5	10
2/25 2000	EFF Follow-up Meeting, J Franks, P Mullet	To share experiences with EFF	4.5	25
3/10 2000	Internet Basics, A Venclauskas	To understand and learn to search the Internet	4.25	6
3/13 2000	*Annual 4-County Workshop, Eastshore Consortium, Varied*	To learn new ideas for ABLE	*3*	*61*
3/23-24 2000	Regional Directors' Meeting, Varied	To understand OPAS and issues important to directors	11.25	72
3/29 2000	*Westside Directors' Meeting, Varied*	*To share problems and successes with other Westside Directors*	*2*	*9*
4/1 2000	Intermediate Word, A Venclauskas	To learn advance techniques in Microsoft Word97	4.5	4
4/6-7 2000	ESOL Family Literacy Conference, Varied	To learn family literacy strategies for ESOL parents	6.5	84
4/28 2000	OPAS Teleconference - I	To understand OPAS	3.5	245
5/2 2000	*GED Math Problem Solving, P Mullet*	*To learn about the New GED Test and ways to help students in math*	*2*	*20*
5/5 2000	OPAS Teleconference II	To understand OPAS	4.5	246
5/6 2000	Advanced Internet, A Venclauskas	To teach internet skills of downloading, transfering and compressing files	4.5	6
5/12 2000	Microsoft PowerPoint, A Venclauskas	To learn how to use PowerPoint to develop presentations	4.5	10
5/19-21 2000	ESOL – Summit 4, G Gillette	To develop ESOL standards	11.25	18
5/19 2000	OPAS Teleconference III	To understand OPAS	4.5	226

Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
5/24 2000	*Westside Directors Meeting, Varied*	*To share problems and successes with other Directors*	*2*	*7*
5/26 2000	Microsoft Excel, A Venclauskas	To learn to use a basic spreadsheet program,	4.75	3
6/1 2000	BEST Training, C VanDuzer & L Terrill	To instruct staff to administer the BEST ESOL Test	4.75	38
6/2 2000	BEST Training, C VanDuzer & L Terrill	To instruct staff to administer the BEST ESOL Test	4.75	34
6/3 2000	BEST Training, C VanDuzer & L Terrill	To instruct staff to administer the BEST ESOL Test	4.75	34
6/7 2000	Grant Writing Get Together, J. Leftwich	To assist Directors in writing the FY01 grant.	@5 varied	23
6/10 2000	Access97, A Venclauskas	To learn to manage data in a table, create queries and make forms	4.5	8
6/19 2000	ABLELink – Experienced User Training, P Graves & C. Wiecek	To learn how to use the new ABLELink program.	2	16
6/19 2000	ABLELink-New User Training, P Graves & C. Wiecek	To learn how to use ABLELink to report ABLE data	3.5	14
7/31 2000	BEST Test Training, L Terrill & C VanDuzer	To instruct staff to administer the BEST ESOL Test	4.75	39
8/1 2000	*BEST Test Training, L Terrill & C VanDuzer*	*To instruct staff to administer the BEST ESOL Test*	*4.75*	*40*
8/7 2000	BEST Test Training, G Gillette, D Stull, N McKay	To instruct staff to administer the BEST ESOL Test	4.75	51
8/8 2000	BEST Test Training, G Gillette, D Stull, N McKay	To instruct staff to administer the BEST ESOL Test	4.75	40
8/9 2000	*Getting Ready for GED 2002, Milton Clement & Patty Buchan*	*To learn more about the new GED Test.*	*3*	*17*
8/25 2000	Math Kick Off Day, M Lehky &	To learn math and science ideas to use with students	5.75	20
8/30 2000	BEST Test Training, G Gillette & N McKay	To learn to administer the BEST Test	4.75	10
51 trainings		TOTALS	235.85 Hours	1831

********** Training partially funded with other monies**

Does not include approximate $2.50 per person additional cost for coffee, tea, juice, cups, plates, certificates, folders, handouts, etc. for trainings held at the NE ABLE Resource Center.

Italics indicates trainings planned by local programs receiving Resource Center support.

Data Summary:

A. Professional Development Activities planned or supported by NE ABLE Resource Center

Number of Trainings	51
Participants	1,831
Training costs	$56,644
Misc. costs(paper products, pop, etc.) 671 x $2.50 =	$1,678
Total Training Costs	$58,322

Total Number of training hours planned or supported by NE ABLE Resource Center: 235.85 hours

B. Self Directed Professional Development Activities

Conference Participation		
National Conferences	27	$12,252.44
State Conferences	71	$ 9,455.90
Participation in other activities		
College classes	37	$ 8,139.00
Observations	5	$ 180.00
Library research	6	$ 180.00
Curriculum Development	1	$ 120.00
State Workshops	16	$ 960.00
Community Education classes	10	$ 1189.00
Total Participation	173	$ 32,476.00

Total Professional Development Participation (Sum of A and B above): 2,004

Total Paid in Stipends/Reimbursements:	$49,226
Total number of stipends/reimbursements paid	380
Average stipend/reimbursement paid	$129.54
Cost of professional Development for FY00 (Stipends, Reimbursements, Training costs)	$140,024

Impact of Project (other than outcomes stated in II and III):

The Resource Center Network continues to share information, activities and assistance. The impact of the NRS has led to a concentration of professional development for ABLE practitioners in that area of their work. The Resource Center has provided needed information through workshops, materials, and technical assistance. We continue to encourage participation in the technology strand of professional development.

Products Developed:

The Center continues to publish the following electronically:

- Friday NewsBriefs (weekly)
- Tuesday Teacher Tidbits (biweekly)
- ESOL Live Wire (biweekly)
- The quarterly ESOL Newsletter and the Nor'easter continue to be published and mailed to ABLE/ESOL practitioners.

Project Continuation and/or Future Implications:

The Resource Center has been funded through June 30, 2001. The Workforce Investment Act of 1998 and the National Reporting System require many changes in ABLE and ESOL programs. The professional development required to support those changes will continue to occupy the Resource Center.

Conclusions/Recommendations:

The ESOL Project has made substantial contributions to the field. The ongoing need to provide specific support, professional development and materials for ESOL teachers will only continue to grow. Since the ESOL project is not to be continued, it is my firm hope that an alternate way to provide these needed services is devised and implemented.

Additional Comments: None

Ohio Literacy Resource Center

Grant Recipient: Kent State University

Grant Allocation: $625,000.00

Project Period: September 1, 1999 - August 31, 2000

Project Directors:

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Project Description/ Purpose:

Project Description
The Ohio Literacy Resource Center (OLRC), located at Kent State University, originated as a result of the National Literacy Act of 1991. The OLRC is funded primarily through the Ohio Department of Education Division of Career-Technical and Adult Education to work with Adult Basic and Literacy Education (ABLE) programs. OLRC staff also work closely with state agencies, professional organizations, literacy coalitions, public libraries, and a wide variety of adult literacy providers to provide support, training, and resources for adult and family literacy providers.

Purpose
The OLRC has three primary purposes:

- Stimulate joint planning and coordination of literacy services at the local, regional and state level;
- Enhance the capacity of state and local organizations and service delivery systems to provide adult literacy services;
- Serve as a reciprocal link between the National Institute for Literacy and service providers for the purpose of sharing information, data, research, expertise and literacy resources.

The OLRC also provides a great deal of professional development through conferences and workshops and technical/technology support to programs and develops products for use by practitioners in the field.

Project Outcomes (Non-training activities):

Technical Support

- Approximately 300 general request/information emails sent through to olrc@literacy.kent.edu address on various topics, including volunteering, student requests, technology support, assistance with research papers, materials requests and resource location, requests to reprint, etc.
- OLRC staff answered inquiries on: family literacy (85), Ohio Family Literacy Conference (30), funding (14), and EFF (45)

Technology Support

- Approximately 1,683 technical support phone calls on ABLELink 1.3, including FY1999 APR.
- Approximately 500 technical support emails on ABLELink 1.3, OPAS issues, etc
- Approximately 300 technical support contacts on ABLELink 1.3/ABLELink2-3 conversion
- 25 on-site program visits in Technical Assistance/Training Network (see list)

Dissemination

The OLRC distributed by mail 13,879 copies of various publications, publicity, and requested materials, including 1500 Writers Conference applications, 2,300 OLRC News Fall, 2,555 Teacher to Teacher: Domestic Violence, 2,450 OLRC News Spring/Summer, 291 Beginnings III, 25 Family Literacy: Who Benefits, and 18 Family Literacy Resource Notebooks.

Additionally, several satellite broadcasts were downlinked and sent to state agencies including GED2002 and 180 sets (540 tapes) of the OPAS teleconferences.

Collaboration

- OLRC staff actively participated and represented the Center at 26 state meetings, 5 national meetings, and 1 regional meeting. At two of the five national meetings, staff represented Ohio as a LINCS partner and also acted as the Midwest Regional Technology Center.

Project Outcomes (Training Activities):

NOTES: ∘ The "Loc" column – S = state activity, N = national activity

Loc	Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
STATE/REGIONAL/NATIONAL WORKSHOPS AND CONFERENCES PRESENTATIONS					
S	09.01.1999	"Ohio Reads" Ohio Literacy Network *Nancy Padak*			200
S	09.11.1999	"Math Kick-Off Days" Northwest Resource Center	• Learn to use manipulatives,	5	32

Loc	Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
		OLRC Staff	algebra, geometry		
S	09.25.1999	"Math Kick-Off Days" **Central/Southeast Resource Center** *Nancy Markus, Susan Galandiuk*	• Learn to use manipulatives, algebra, geometry	5.25	39
S	10.01.1999	"EFF Update" **Northeast Resource Fair** *Judy Franks, Martha Hyland, Ravenna Pilots*	• Overview of EFF framework and update from Ohio pilots	1.5	15
S	10.01.1999	"If you want to be a better reader, read" **Northeast Resource Fair** *Nancy Padak*		1.5	
S	10.01.1999	"Teachers as researchers" **Northeast Resource Fair** *Nancy Padak*		1.5	
S	10.01.1999	"Y2K and Your Computer" **Northeast Resource Fair** *Marty Ropog*	• Year 2000 issues with personal and work PC's • Miscellaneous other Y2K issues (bank, personal, etc.)		20
S	10.02.1999	"EFF Update" **Northeast Resource Fair** *Judy Franks, Washington Local pilot, Sandusky Pilot*	• Overview of EFF framework and update from Ohio pilots	1.5	85
S	10.10.1999	"Searching for Curriculum" **ECE Conference** *Connie Sapin*	• Demonstrating resource on OLRC website and LINCS for curriculum development	1.5	1
S	10.10.1999	"Equipped for the Future in Ohio" **ECE Conference** *Judy Franks, Martha Hyland, Odessa Pinkard, Lory Vild*	• Using EFF in family literacy programs	1.5	4
S	10.11.1999	"Finding and Evaluating Children's Internet Resources" **ECE Conference** *Kimberly McCoy*	• Locating appropriate Internet materials for children • Evaluating sites for appropriateness and content		55
S	10.12.1999	"Family Literacy Funding and Community Resources" **ECE Conference** *Connie Sapin, Lori Deacon*	• Locating sources for funding and organization for collaboration	1	4
N	10.15.2000	"Copyright on the Internet" **AAACE Conference** *Kimberly McCoy*	• How to legally use and cite Internet materials		15
S	10.29.2000	Technology Room – 2 days **Ohio TESOL Conference** *Kimberly McCoy*			45
N	10.10.1999	"Learning with the Web" **LVA Conference** *Marty Ropog*	• Using Internet materials in adult education classrooms		20
N	10.10.1999	"Getting Comfortable with Technology" **LVA Conference** *Marty Ropog, Tim Ponder, Chip Carlin, Archie Willard, Emma Torres, Heide Spruck Wrigley*	• Students' introduction to the Internet, websites, email	3	50
N	10.12.1999	"Technology on a Budget" **LVA Conference** *Marty Ropog*	• Cost-effective technology hardware, software, techniques	2	5
S	10.06.1999	Program Quality Enhancement Grants			

Loc	Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
	10.08.1999				
N	11.03.1999	"Creating a writers' conference for adult education students: Celebrating literacy, learning, and improvement." **College Reading Assoc. Conference** *Nancy Padak and Bryan Bardine*			
S	11.22.2000	"Literacy Pre-Summit: Tom Sawyer" **Kent State University** *OLRC Staff*			
S	01.07.2000	"Technical Assistant Training Network Training" **Kent State University** *Kimberly McCoy*	• Overview of program and ABLELink issues		20
S	01.07.2000	"History of Ohio Communities through the 20th Century" **Southwest Resource Center** *Connie Sapin, Margarete Epstein, OLRC consultants*	• Creating projects from community/family oral and written histories – GTE grant-funded	4	18
S	01.14.2000	"History of Ohio Communities through the 20th Century" **Northeast Resource Center** *Connie Sapin, Margarete Epstein, OLRC consultants*	• Creating projects from community/family oral and written histories – GTE grant-funded	5	9
N	01.26.2000	"Cyber-Smart Lesson Planning" **National Family Literacy Conference** *Judy Franks, Connie Sapin*	• Demonstration of Internet resources for lesson planning focusing on OLRC website and LINCS Family Literacy Special Collections		16
S	02.05.2000	"Integrating Math into the Adult Education Classroom" **All-State Math Conference** *Nancy Markus*			65
S	02.11.2000	"Using Technology in the Classroom" **Northwest Resource Center** *Marty Ropog*	• Introduction to using Internet/software in the ABE/GED/ESOL classroom	5	11
S	02.12.2000	"History of Ohio Communities through the 20th Century" **Central/Southeast Resource Center** *OLRC Staff and consultant*		4	12
S	02.24.2000	"State Staff ABLELink/APR Central Database Training" **ODE-ABLE Office** *Marty Ropog*		5	6
S	03.24.2000	"Using Technology in the Classroom" **Northwest Resource Center** *Marty Ropog*	• Introduction to using Internet/software in the ABE/GED/ESOL classroom	5	12
S	04.07.2000	**Ohio Writers' Conference** *OLRC Staff*	• Celebration of adult student writers accepted in Beginnings III	6	90
S	04.07.2000	"Freeing yourself to write: using freewriting as an aid to the writing process"	• Demonstration of free writing techniques to	6	10

Loc	Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
		Ohio Writers Conference *Bryan Bardine*	improve idea development		
S	04.14.2000	"Eureka! The One Stop Cross Curriculum On-line" **OAACE Conference** *Judy Franks, Kimberly McCoy*	• Introduction to Eureka and available materials		25
S	04.14.2000	"Are you guilty of....? (Copyright Issues on the Internet)" **OAACE Conference** *Kimberly McCoy*	• How to legally use and cite Internet materials		15
S	04.14.2000	"History of Ohio Communities through the 20th Century" **OAACE Conference** *Connie Sapin, OLRC consultant*	• Creating projects from community/family oral and written histories – GTE grant-funded	1	12
S	04.14.2000	"Right for publication: getting published in Beginnings IV" **OAACE Conference** *Bryan Bardine*	• Demonstrating teaching methods to help students write better	1	6
S	04.15.2000	"Why 20/20 Vision Isn't Good Enough" **OAACE Conference** *Janie Johnson*	• Demonstration test of binocular vision and information for further resources for a problem adversely affecting adult learners	1.5	10
S	04.18.2000	"Core Indicators for Parent Involvement" **Statewide Workgroup for Parent Involvment** *Connie Sapin, Nancy Padak*	• Develop an instrument for recording parent involvement for OPAS	5	18
S	04.28.2000	"OPAS Teleconference I" **Kent State University** *OLRC Staff*			
S	05.12.2000	"Core Indicators for Parent Involvement" **Statewide Workgroup for Parent Involvment** *Connie Sapin, Nancy Padak*	• Develop an instrument for recording parent involvement for OPAS	5.5	14
S	06.02.2000	EFF Final Meeting **PQEG Training** *Judy Franks, Kathryn Jackson, Jane Meyer, Denise Pottmeyer*	• Developing characteristcs of an EFF classroom • Using the standards for planning, teaching, and assessing	6	89
N	06.07.2000	"Using the Internet in the Classroom" **Laubach Conference** *Marty Ropog*	• Using websites with students • Using websites for research and curriculum	6	15
N	06.14.2000	"Thinking Inside the Box: Repairing and Upgrading Computers" **ALT Conference** *Marty Ropog, Ginny Heinrich (MN)*	• Learn how to troubleshoot computer problems, upgrading, repairing	4	24
N	06.14.2000	"Advanced HTML" **ALT Conference** *Kimberly McCoy, Christine Fullerton*	• Incorporating audio, video, scripting, etc. into websites		15
N	06.15.2000	"Two Models for Building Technology Capacity in Adult Education Programs"	• Roundtable introduction and		15

Loc	Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
		ALT Conference *Marty Ropog, Debby Snow (SABES), Kenny Tamarkin (SABES)*	discussion of Massachusetts and Ohio's initiatives and directives for incorporating technology into adult education programs.		
N	06.16.2000	"I'm Finally Online, Now What?" **ALT Conference** *Kimberly McCoy*	• Using websites with students • Using websites for research and curriculum		15
N	06.16.2000	"Eureka! The One Stop Cross Curriculum System" **ALT Conference** *Kimberly McCoy*	• Introduction to Eureka and available materials		25
N	06.16.2000	"What Can We Do For You Today?" **ALT Conference** *Marty Ropog, Paul Heavenridge (CA), Jeff Carter (MA), Limin Mu (TN)*	• Using LINCS and other online resources for communication and capacity-building at state/regional levels	4.5	10
S	06.19.2000	"ABLELink2" **Northeast Resource Center** *Penny Graves, Chris Wiecek*	• a.m. – experienced ABLELink users • p.m. – novice ABLELink users	2 3.5	30 (16 a.m. 14 p.m.)
S	06.22.2000	"Using Technology in Your Leadership Role" **Leadership Conference** *Kimberly McCoy*	• How to use different types of technology for increasing communications and information dissemination		
S	06.23.2000	"ABLELink2" **Northwest Resource Center**	p.m. – novice ABLELink users a.m. – experienced ABLELink users	3.5 2	18 13
N	06.28.2000	"Are you guilty of? (Copyright Issues on the Internet)" **National Educational Computing (NECC) Conference** *Kimberly McCoy*	• How to legally use and cite Internet materials		150
S	07.07.2000	"ABLELink2" **Central/Southeast Resource Center**		7	32
S	08.18.2000	"Math Kick-Off Days" **Southwest Resource Center** *Nancy Markus, Paula Mullet, NASA*	• GED 2002 changes • GED 2002 calculator	6	31
OLRC TECHNICAL ASSISTANCE/TRAINING NETWORK FUNDED ACTIVITIES					
S	10.05.1999	Knox County Career Center **Technical Assistance Network visit** *John Eichenlaub*	• ABLELink 1.3	6	
S	10.12.1999	Columbus Public Schools **Technical Assistance Network visit** *Kimberly McCoy*	• Install ABLELink 1.3 on 3 computers	4	
S	10.19.1999	Ohio Department of MR/DD **Technical Assistance Network visit** *Gene Luidhardt*	• Install ABLELink 1.3 • APR assistance	2	
S	10.21.1999	Lancaster City Schools **Technical Assistance Network visit**	• APR assistance	2	

Loc	Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
		Kimberly McCoy			
S	11.11.1999	Painesville City Schools **Technical Assistance Network visit** *John Eichenlaub*	• System maintenance • Upgrading/installation • General problems	4	
S	12.10.1999	Akron City Schools **Technical Assistance Network visit** *John Eichenlaub*	• ABLELink 1.3	4	
S	12.16.1999	Dublin City Schools **Technical Assistance Network visit** *John Eichenlaub*	• ABLELink 1.3 general • Install Virtual PC	4	
S	12.17.1999	Springfield City Board of Education **Technical Assistance Network visit** *John Eichenlaub*	• ABLELink 1.3 general	8	
S	01.25.2000	Southwest Ohio Dev. Center **Technical Assistance Network visit** *John Eichenlaub*	• ABLELink 1.3 general • Basic Internet	4	
S	01.25.2000	Dayton Public Schools **Technical Assistance Network visit** *Stuart Heflin*	• ABLELink 1.3 general • Site-to-site transfer	2	
S	01.27.2000	Sylvania City Schools **Technical Assistance Network visit** *Gene Luidhardt*	• Setup ABLELink 1.3 on new computer • Windows 95 training	4	
S	02.29.2000	Middletown/Monroe City Schools **Technical Assistance Network visit** *Donna Jay*	• Transfer ABLELink 1.3 from Macintosh to PC • Install FTP program	2	
S	03.07.2000	Shawnee State University **Technical Assistance Network visit** *Donna Jay*	• Assistance with re-entering lost ABLELink data	8	
S	03.08.2000	East Cleveland City Schools **Technical Assistance Network visit** *Stacee Mickens*	• ABLELink 1.3 general	2	
S	03.09.2000	Cleveland Hts./University Hts. **Technical Assistance Network visit** *Stacee Mickens*	• ABLELink 1.3 general • Biannual report help	2	
S	03.09.2000	Campbell City Schools **Technical Assistance Network visit** *Charles Aiken*	• ABLELink 1.3 general • FTP	2	
S	03.14.2000	East Cleveland City Schools **Technical Assistance Network visit** *Stacee Mickens*	• Contined from 03.08.2000	4	
S	03.14.2000	Clermont County ESC **Technical Assistance Network visit** *Donna Jay*	• Install and setup ABLELink • Assistance with data entry	8	
S	03.30.2000	Reading Enrichment for Adult Dev. **Technical Assistance Network visit** *Stacee Mickens*	• ABLELink 1.3 general • FTP	4	
S	03.31.2000	Compact ABLE: Kent **Technical Assistance Network visit** *Diana Fryberger*	• Transfer ABLELink to new machine	2	
S	04.06.2000	Vanguard Sentinel JVSD **Technical Assistance Network visit** *Gene Luidhardt*	• ABLELink 1.3 general	8	
S	04.11.2000	Vanguard Sentinel JVSD **Technical Assistance Network visit** *Gene Luidhardt*	• continued from 04.06.2000	4	
S	04.13.2000	Lancaster City Schools **Technical Assistance Network visit**	• Transfer ABLELink to new machines	2	

Loc	Date of Activity	Name of Activity/Name of presenter(s) or Trainer(s)	Objectives Addressed	Total Hours in Session	Total Number of Participants
		Kimberly McCoy			
S	08.22.2000	Upper Valley JVS **Technical Assistance Network visit** *Sharon Halter*	• ABLELink2 general	8	
S	08.25.2000	Hamilton City Schools **Technical Assistance Network visit** *Stuart Heflin*	• ABLELink2 general • How to use Excel in the classroom	8	

Impact of Project (other than outcomes stated in II and III):

The Ohio Literacy Resource Center continues to be a leader in the adult education and family literacy field. Staff members are regularly asked to serve on state, regional, and national committees and workgroups. Presentations and workshops on OLRC curricula, content, and technology products continue to be very well-attended and evaluated very highly. Requests for hard-copy and electronic copies of OLRC-developed and funded products demonstrates the impact of OLRC activities on the field as a whole. Highlights of the FY2000 year include:

ABLE

- Planning and facilitation of ABLE/Family Literacy Conference at Mohican State Park, Sept. 7-8, 2000, funded by Ohio Family Literacy Statewide Initiative.
- Planning for State Leadership Institute, Sept. 19-20, 2000.
- Revisions for Recommended Trade Books, volumes 1-5 to reflect expanded search capability and web site links.
- Ohio Writers" Conference, April 7, 2000, with publication of Beginnings III to celebrate ABLE student writing for 90 students and their teachers.
- Planning the History of Ohio Communities project with 4 regional workshops and a conference and publication in 2001, funded by Ohio Humanities Council and GTE.
- *Recommended Tradebooks for Adult Literacy Programs* and *Indicators of Program Quality Resource Guide* nominated for and highlighted in Pennsylvania's Focus Bulletins

EQUIPPED FOR THE FUTURE (EFF)

- Representation on the national steering committee for EFF adult education system reform.
- Oversight of 30 pilot EFF programs, divided between introduction of EFF (new projects) and monitoring (previous projects).
- Planning for 2000-2001 Training Team to provide local EFF program support.

FAMILY LITERACY

- Planning for the above-mentioned ABLE/Family Literacy Conference.
- Representation of the Ohio Family Literacy Task Force.
- Planning Committee for the Early Childhood Conference—Family Literacy Strand.
- Reading Even Start proposals.
- Participation on the National Academic Council of the Intelecom family literacy/distance learning project.

- Facilitation and promotion of LINCS Family Literacy Special Collection.

TECHNOLOGY

- Representation on NRS online training advisory group
- OLRC website was highlighted on OhioBicentennial.com website
- Representation on Adult Literacy and Technology Steering Committee and one staffmember acted as 2000 ALT Conference Vendor Chair
- New content and web editors and hosts of College Reading Association Adult Learning Division online journal
- Staff member received award for Outstanding Contributor from the Northeast Region for 1999 from the Ohio Association for Adult and Continuing Education

ORLC website statistics

In order to gather at least a full year of data, the "web reporting period" is November 19, 1999 – December 06, 2000. The data is consistent with access during the fiscal year reporting period.

2,191	average page views per day
949	average visitor sessions per day
13:47	average time spent on site
114,086	number of unique visitors during web reporting period
16,166	number of repeat visitors during web reporting period

Top 10 OLRC-funded pages (during web reporting period)

Page views	Page title
41,055	OLRC main page
7,111	ABLELink main page
4,489	Place Value Chart (OLRC-funded mini-grant product from Cincinnati ABLE)
3,160	Research to Practice: *Guidelines for Planning Action Research Projects*
3,081	Recommended Trade Books for Adult Literacy Programs main page
3,013	OLRC complete site index
2,625	Number Place Value and Roman Numeral Lessons with Quizzes (OLRC-funded mini-grant product from Cincinnati ABLE)
2,518	Roman Numerals Chart (OLRC-funded mini-grant product from Cincinnati ABLE)
3,294	OLRC Publications: *The Economics of Literacy*
2,205	Predictable Patterns Books list from *A Handbook of Effective Instruction in Literacy*

Top 10 OLRC-funded downloads (during web reporting period):

Downloads	Page title
1150	Eureka! Lesson Plan Guide
841	ABLELink main page
829	*Family Literacy Resource Notebook* Chapter 1
576	*Family Literacy Resource Notebook* Preliminary
558	ABLELink manual
492	APR manual
415	*Family Literacy Resource Notebook* Chapter 2
444	ABLELink manual, table of contents
429	*Family Literacy Resource Notebook* Chapter 7, Section 4
293	*Tech Talk*, Fall 1998

Products Developed:

ELECTRONIC PUBLICATIONS/PUBLICITY

- 140 major additions to the website, highlights include:
- Eureka! website
- Advice and Information on Grant Seeking and Proposals
- 2000 Writers Conference
- Beginnings III
- Online workshops
    - "Advanced HTML"
    - "I'm Finally Online, Now What?"
    - "Using Technology in Your Leadership Role"
- OPAS website
- Parent-Made Developmental Toys
- ABLELink/Access help site

EXTERNAL PRINT PUBLICATIONS/PUBLICITY

- Padak, N., Sapin, C., & Ackerman, C. "'Title I bought that coffee pot!' Family literacy professionals learn to collaborate." In V. Risko & K. Bromley (Eds.), Collaboration for diverse learners: Viewpoints and practices. Newark, DE: International Reading Association

- Padak, N. & Bardine, B. (In press). Engagin readers and writers in adult education contexts. In A.L. Williams (Ed.), Rereading literacy. Porstmouth, NH: Heinemann

INTERNAL PRINT PUBLICATIONS/PUBLICITY

- Beginnings III
  Carrie Spence, Ohio Adult Learners
- Family Literacy: Who Benefits (updated)
  Nancy Padak, Tim Rasinski, Penny Graves
- Funding Research and Grantseeking on the Internet
  Lisa White
- Ohio Writers Conference Brochure
  Carrie Spence, Bryan Bardine
- OLRC Brochure
  Carrie Spence, OLRC Staff
- OLRC News – Fall
  Carrie Spence, OLRC Staff
- OLRC News/Tech Talk – Spring
  Penny Graves, OLRC Staff
- Program Resources: Evaluating Family Literacy Programs
  Nancy Padak and Connie Sapin
- Program Resources: Grant Writing Tips Available on the Internet
  Lisa White
- Program Resources: Getting Started with Family Literacy Issues and Ideas
  Nancy Padak and Connie Sapin
- Program Resources: Collaboration: Working Together to Support Adult Learners
  Nancy Padak and Connie Sapin
- Program Resources: Collaboration: Working Together to Support Families
  Nancy Padak and Connie Sapin
- Program Resources: Recruitment and Retention
  Nancy Padak and Connie Sapin
- Slavery: A Thematic Unit Appropriate for Adult Literacy Classrooms
  Lisa White
- Teacher to Teacher: Domestic Violence
  Lisa Collins, Carrie Spence
- OLRC News – Spring/Summer
  Carrie Spence, OLRC Staff

TECHNOLOGY PRODUCTS

- ABLELink 1.3 version (FoxPro)
- ABLELink 2.0 version (Access 97)
- ABLELink 3.0 version (Access 97) (in development at project end)
- OPAS Teleconferences online registration database and products
- Program Quality Enhancement Grants registration database
- Eureka! software, websites, lesson plans databases

Project Continuation and/or Future Implications:

- Writers' Conference and publication, April 20, 2001.
- History of Ohio Communities Conference, publication, and CD ROM, Mar. 26, 2001.
- EFF oversight and training of Training and Research Teams.
- Correlation of Recommended Trade Books with EFF Standards.
- Additional reporting capabilities, customized versions of ABLELink

Conclusions/Recommendations:

The OLRC continues to provide high-quality products and assistance to programs within the state, but also is subject to the same financial limitations as the other Resource Centers and ABLE programs. Although we have secured supplementary funding from the National Institute for Literacy, Verizon, the State Library Association, and the Ohio Humanities Council, these additional monies are provided for additional time and products outside of the scope of work for our ABLE grant.

In order to increase our ability to provide support to Ohio's programs, we recommend additional monies to fund staff for technical and technology support to programs in the areas of: family literacy, OPAS, EFF, and ABLELink/related technology.

Additional Comments:

The items contained within this final report could not have been completed without the hard work and diligence of the OLRC staff:

- Nancy Padak, Principal Investigator
- Gary Padak, Faculty Advisor
- Dale Cook, Faculty Advisor
- Connie Sapin, Assistant Director – Literacy
- Marty Ropog, Assistant Director – Technology
- Dianna Baycich, Literacy Projects Coordinator
- Judy Franks, Literacy Projects Coordinator
- Nancy Markus, Math Consultant
- Pat Bloem, Reading Consultant
- Christine Fullerton, Web Manager
- Phil Luedke, Technical Support Coordinator
- Kimberly McCoy, Technology Projects Coordinator
- Carrie Spence, Office Manager
- Maureen Plum, Program Assistant
- Penny Graves, Grants Coordinator/Technical Assistant
- Andrea Yates, Student Worker
- Lori Nuzzo, Student Worker
- Jamie Bush, Student Worker

- Technical Assistant/Training Network Consultants
- Janie Johnson, Director (to August, 2000)
- Margarete Epstein, ABLELink Coordinator (to January, 2000)
- Lisa Collins, Graduate Assistant (to May, 2000)
- Lisa White, Graduate Assistant (to May, 2000)
- Bryan Bardine, Graduate Assistant/Consultant (to May, 2000)
- Jackie Pitzulo, Student Worker (to May, 2000)

Southwest Ohio
Individual and Consortia Projects

The Southwest Ohio staff development consortia are an extension of the Southwest ABLE Regional Resource Center. Several years ago, when the regional centers were established, each State Consultant convened program administrators to determine professional development system options best for that region. Prior to the regional centers, local staff development consortia provided the means for identifying and implementing needed training.

The Southwest region of the state felt that maintaining both systems would provide for the best model of delivering training. The individual and consortia project directors retain fiscal responsibility for stipends and reimbursements to qualifying personnel. They also take responsibility to work with the resource center to develop and facilitate training activities at the local program level. The Southwest ABLE Resource Center provides for the broader training needs identified as regional, state, and national priorities.

The financial support for the consortia is part of a larger allocation to the Southwest region. ODE works with the staff development project leaders and the SW ABLE Resource Center to determine the allocations to the local projects. During this project period, the allocation to the Individual and Consortia projects totaled $80,000.

Cincinnati Consortium

Grant Recipient: Cincinnati Public Schools

Grant Allocation: $14, 738

Contact: Robbie Thomas
Queen City Vocational Center
425 Ezzard Charles Drive
Cincinnati, Ohio 45203
(513) 977-8071

Programs Participating: Cincinnati Public Schools

Purpose:

To provide professional development opportunities to meet the needs indicated by staff, the ABLE grant, staff members' individual professional development plans, and input from the ABLE Steering Committee.

Objectives:

1. Workshop to increase knowledge about Equipped for the Future and strategies for implementing EFF activities in the ABLE classroom.

2. Workshop to provide staff with information and resources to instruct in a comprehensive family literacy program as defined by the National Center for Family Literacy.

3. Provide the Curriculum Committee with the opportunity to explore Career Interest Inventories and share information with the staff.

4. Individual Activity Request will address the needs of new teacher training and allow teachers to select activities to address their Individual Professional Development Plans

The following is a summary of the activities supported by the Cincinnati Consortium project:

1) Date of Activity	2) Name of Activity	3) Sponsor	4) Name of Presenter	5) Objectives Addressed	6) Hours in Session	7) Number of Participants
10/06	Family Literacy Activities and materials	Local Program	Jim Copeland	Integrating Family Literacy within the ABLE Classroom Explore materials and activities to use with the materials	3	17
On-going	New Teacher training and technical assistance for all ABLE Staff	Local Program	LaVerne Fisher	Training new teachers on the ABLE Program and providing all staff with technical assistance as needed	150	20
10/15	New teacher orientation	Resource Center	Workshop	To familiarize new teachers with ABLE policies and procedures	12	2
9/29 9/30	Leadership Institute	OLRC	Workshop	Develop good management and administration skills and practices	12	1
10/12	AAACE	Local Program	Conference	Information about national issues regarding adult education	18	1
9/11	WCET Technologi-cal Conference	Local Program	Conference	Developed knowledge regarding electronic education	6	1
10/99	Effective Helping	Resource Center	Workshop	Effective methods for responding to students	6	1
12/11 12/12	Destinations Computer Training	Local Program	Training seminar	Learning new software program and management system to work with incarcerated population	4	14
11/5	Time to Read Workshop	Local Program	Workshop	Using magazines to assist students with reading comprehen-sion skills	3	4

1) Date of Activity	2) Name of Activity	3) Sponsor	4) Name of Presenter	5) Objectives Addressed	6) Hours in Session	7) Number of Participants
1/22-1/26	National Center For Family Literacy Conference	NCFL and Local Program	Conference	Focus of conference was providing information, methods, and materials for developing and enhancing family literacy programs	20	3
1/29	Multiple Intelligence Theory	MVCTC	Workshop	Information on Multiple Intelligence theory as related to learning styles	2	5
11/10 11/11	ESOL Summit	Resource Center	Workshop	New procedure regarding ESOL and development of portfolio	1	14
10/14	OAACE Conference	Resource Center and Local Program	Conference	Information and updates regarding adult basic literacy education in Ohio	14	2
4/28, 5/5, 5/19	O-PAS Training	ODE	Conference	Train the staff regarding the new Ohio Performance Accountability System	18	19
Totals					269	104

Dayton Consortium

Grant Recipient: Dayton Public Schools

Grant Allocation: $7,250.00

Contact:
Joyce G. Dent
Longfellow Center
245 Salem Avenue
Dayton, Ohio 45406
(937) 223-8230

Programs Participating: Dayton Public Schools

Purpose: The review of the Individual Professional Development Plans made apparent the need to focus on activities related to the objectives listed below.

Objectives:

1. To provide a concrete record of student journals, collections of goals, achievements, and career plans.

2. To enable teachers to integrate and implement the Equipped for the Future framework within the curriculum, thus establishing effective student retention.

3. To strengthen the capacity to integrate life skills/employability skills in the curriculum for classroom instruction.

4. To provide staff with Destination software to improve classroom instruction.

5. To familiarize and train faculty and staff to incorporate EFF activities and skills into their curriculum; to identify training opportunities through ABLE and Southwest ABLE Resource Center.

6. To provide staff with computer training to improve classroom instruction.

7. To provide contextual training opportunities to enhance the teachers' classroom instructions using hands-on activities, real-world applications and problem solving.

8. To learn how to integrate family literacy into the ABLE program.

The following is a summary of the activities supported by the Dayton Consortium project:

1) Date Of Activity	2) Name of Activity	3) Sponsor	4) Name of Presenter or Trainer	5) Objectives Addressed	6) Total Hours in session	7) Number of Participants
8/17/99	Math in the Adult Education Classroom	Southwest Resource Center	S. Galandink, N. Markus, K. McDonnell	Setting up math activities in a cooperative center/learning and management	7	1
8/27-28/99	Adult Multiple Intelligences	NCSALL	Julie Viens, Silja Kallenbach	Contextual activities relating learning to practical life skills	16	1
10/11-12/99	ECE Conference	ODE	ODE Presenters	To provide updated information about ECE	9	2
10/15/99	WOEA	DPS	Dr. JoAnn Kister & Idotha Neal	The state of the workforce 2000	6	5
10/15/99	WOEA/Stress and Job Burnout	DPS	Sue Hart, RNC MS	To reduce job stress using techniques both students & teachers may incorporate in the classroom.	3	2
10/15/99	WOEA/ STRS Beyond the Classroom	DPS	STRS - speakers	Introduction to retirement benefits	3	1
10/15/99	WOEA/ New Teacher Orientation	DPS	Southwest Resource Center	To refresh basic classroom instruction techniques and to learn of new teaching aids	3	1
10/12/99	Windows 95 (111A)	DPS	Jim Lincoln	Introduction to computers, Part II	2	1
10/14/99	Windows 95 (111A)	DPS	Jim Lincoln	Introduction to computers, Part II	2	1
10/22/99	Inexpensive Software in the Classroom	DPS ABLE	Dick Cagno, VOA	Introduction of ease in the installing of the many shared, inexpensive software onto classroom computers.	3	6
10/26/99	Windows 95 (111B)	DPS	Bill Leal	Part 2 of Introduction to Computers	2	1
11/4-5/99	EFF Site Visit Canton, Ohio	DPS ABLE	Canton ABLE Staff	Observation of the integration of EFF activities within their ABLE curriculum	6.5	1
11/19/99	EFF Site Visit Hamilton, OH	DPS ABLE	Hamilton ABLE Staff	Observation of the integration of EFF activities within their ABLE curriculum	3	6
11/30/99	MS Office 97 -(271A)	DPS	Bill Leal	Brief introduction to word processing	3	1

12/3/99	Toolbox Retention	Southwest Resource Center	Southwest Resource Center Staff	Principles and strategies of the toolbox retention products	6	3
12/6-7/99	EFF- Phase I Pilot Training	OLRC, SWRC	OLRC,SWRC , NWRC Staff	Training sessions for EFF pilot teachers for the EFF implementation into the classrooms	16	3
1/29/00	AMI Theory & Applications in the ABLE Classroom	Southwest Resource Center	Scott Michaelis	AMI Awareness & Incorporations of ideas and activities in the ABLE classroom	6	3
1/31/00	Computer Basics 101	DPS	Elizabeth Banks	Introduction to computers	2	1
2/3/00	200 Windows 95	DPS	Julia Hall	Introduction to Windows 95	3	1
2/22/00	MS Office 97	DPS	Teresa Leo	Word Processing - Novice Skills Check 1/4	3	1
2/23/00	MS Office 97	DPS	Teresa Leo	Word Processing - Novice Skills Check 2/4	3	1
2/24/00	MS Office 97	DPS	Julia Hall	Word Processing - Novice Skills Check 3/4	3	1
2/28/00	MS Office 97	DPS	Bill Leal	Word Processing - Novice Skills Check 4/4	3	1
3/10/00	EFF 1Support Meeting	OLRC, SWRC	OLRC, SW, NW Resource Personnel	Projected Vision for EFF, Sharing of Lesson Plans, Techniques, & Questions Relating to Vision of EFF Pilot	4	3
4/14/00	OAACE Annual Conference	OH Assoc. fir Adult & Cont. Ed	OLRC, State Dept. & Various Adult Educators	Opportunity to gain information, network, and learn new techniques in adult education.	16	7
6/2/00	EFF Pilot Debriefing	OLRC, SWRC	OLRC, SW, NW Resource Personnel	Discussion of philosophy, characteristics & standards of EFF within the Pilot and Classroom	4	3
6/9/00	ABLELink Training - Track II	Southwest Resource Center	Donna Jay & Kim McCoy	Training with the updated version of the ABLELink software	3	3
6/15-16/2000	Putting it All Together - A Performance-Based Classroom	DPS, Mad River, Sinclair Community College	Miriam Leibowitz	Cooperative Learning, Team Teaching, Content Standards for Performance-Based Assessments	16	1
7/11/00	Focus Work on Orientation 1/3	Sinclair Community Center	SW Resource Center Personnel	Orientation Organization, Management & Delivery Issues	5	1
7/18/00	Focus Work on Portfolio	Sinclair Community Center	SW Resource Center Personnel	Understanding the Uniform Portfolio System with the implementation of the OPAS student portfolio	5	1
7/25/00	Focus Work on Orientation 2/3	Sinclair Community Center	SW Resource Center Personnel	Rapport Building/Program and Student Information Sharing Components	5	1

8/1/00	BEST Test Training	Sinclair Community Center	NE ABLE Resource Personnel	Provision of training on the administration of both the Oral and Literacy versions of the BEST test.	6	1
8/8/00	Focus Work on Orientation 3/3	Sinclair Community Center	SW Resource Center Personnel	Initial Goal Setting (Steps 1 & 2) /Learning Styles	5	1
8/18/00	Math Kick-Off	Sinclair Community Center	Nancy Markus	Learning of the changes for the new GED 2000 Test series with emphasis on the math and science areas.	7	1
7/23-29/2000	Summer Media Institute for Educators	Ohio Arts Council & Ohio University	Ohio Arts Council & OU Staff	Turning writing into media forms to enhance the teaching process	40	1
Totals					**229.5**	**69**

Hamilton/Clermont
Butler/Warren Counties Consortium

Grant Recipient: Great Oaks Institute for Technology and Career Development

Grant Allocation: $28,210.00

Contact: Arthur P. Ftacnik
Great Oaks ITCD
3254 East Kemper Road
Cincinnati, Ohio 45241
(513) 612-5839

Programs Participating: Clermont County Educational Service Center, Great Oaks Institute of Technology and Career Development, Hamilton City Schools, Jewish Family Services of Cincinnati, Middletown/Monroe City Schools, Norwood City Schools, Talawanda City Schools, Urban Appalachian Council, Warren County Career Center, YWCA LEARN

Purpose:

To provide professional development opportunities to meet the needs indicated by staff from the programs in this consortium.

Objectives:

1. To build computer skills and develop competency in computer-assisted instruction and gain familiarity with effective educational software, particularly ABLELink and data management.
2. To broaden perspectives on ABLE/GED instruction by sharing best practices to become more effective in the classroom.
3. To gain more knowledge about Equipped for the Future and related assessment tools and learn to apply them in the ABLE classroom.
4. To improve instruction for adults with special needs and improve diagnosis of learning disabilities.
5. To improve ESL teaching strategies and share best practices, including technology.
6. To gain insight and information on family literacy and learn strategies to improve family literacy programs.
7. To update knowledge of state quality indicators and program measurements and assurances for the FY00 and FY01 program years.

The following is a summary of the activities supported by the Hamilton/Clermont/Butler/Warren Counties Consortium project:

Date of Activity	Name of Activity	Sponsor	Name of Presenter or Trainer	Objectives Addressed	Hours in Session (Length)	Number of Participants
6-30-00	Administration Fee	Great Oaks	NA	NA	NA	1
8-20-99	Program Visits	Great Oaks	N/A	2, 3, 4, 6	3	16
8-24-99	Quality Indicators & Assurances – How Do We Measure Up?	Great Oaks	Art Ftacnik	7	3	53
8-25-99	Use of ABLELink and Data Management Technology Training	Great Oaks Various	Donna Jay Various	1	3	54
10-4-99	Dare to Be Prepared	Urban Appl.	Bonnie Hood	7	3	12
11-2-99	Resource Sharing to Enhance Program Quality	Hamilton	Petrek/Stihl	1, 2, 3, 4, 6	12 (Over night)	23
12-11-99	Creating Reading Strategies	Clermont County	Ann Anzalone	2, 6	6	13
3-8-00	Performance Accountability Study Circles	SW Resource Center	Unknown	7	3	9
2-8-00	State Conferences: TESOL(2) Math Conference (3) ESOL Workshop (3) EFF(7) BEST Test (10) New Teacher Training (4) Various (8)	Ohio DOE	Various	3, 4, 6	Various	43
4-15-00	OAACE	OAACE	Various	3, 4, 6	2 Days	9
6-12-00	Continuous Improvement Planning	Clermont County	Stan Lafferty	2, 4, 6	6	25
1-26-00	National Conferences: Nat'l Family Literacy (1) AAACE (2) COABE (6) Laubach (1) NAEC	Various	Various	3, 4, 6	Various	12

	(2)					
6-19-00	PSYCH-K	Hamilton County Agencies	Various	4	12	3
6-24-00	O-PAS for Partners	Urban Appl	Hood/Holmes	7	6	13
8-17-00	O-PAS Revisited	Great Oaks	Ftacnik	7	6	33
7-24-00	O-PAS Orientation Focus Groups	All	Klotz/Jay	7	3	55
8-18-99	ABLE Medley	Regional	Various	All	6	15
11-5-99	Time To Read	Great Oaks	Various	2	3	4
1-7-00	History of Ohio Communities	Regional	Various	6	6	6
8-31-00	Miscellaneous	Various	Various	All	3 or 6	50+
10-26-00	**Totals**				**103 +**	**449+**

London Consortium

Grant Recipient: Springfield City Schools

Grant Allocation: $10,000

Contact: Kelly Wiggins
Springfield City Schools
50 East McCreight Ave.
Springfield, Ohio 45504
(937) 342-4130

Programs Participating: Central Ohio JVS, Clark County Literacy Coalition, Greene County Career Center, London City Schools, Springfield City Schools, Springfield Clark County Career Center

Purpose:

To provide a means for planned inservice activities as a part of the staff development process in which the consortium staff engage.

Objectives:

1. To train volunteer tutors to assist lower level adult learners in the classroom. This will be addressed by Greene County Career Center through a local program grant.
2. To expand the knowledge of computer technology and increase computer skills of ABLE staff.
3. To stay current with changes in state and federal ABLE policies and guidelines.
4. To improve and increase teaching strategies of ESOL and ABLE instructional staff.
5. To allow individual staff members to attend staff development activities of great interest to them.

The following is a summary of the activities provided by the London Consortium:

1) Date of Activity	2) Name of Activity	3) Spon-sor	4) Name of Presenter	5) Objectives Addressed	6) Hours in Session	7)Number of Participants
2/26	Sexual Domestic Violence Awareness		Madison Co. Hospital	#5 (in staff dev. grant)	4	1
2/5	OLRC Math Meeting	ODE	OLRC	#4	8	2
12/3	Powerful Tools for Continuous Improvement and Student Retention			#5	8	3
8/18	Math Kick Off	ODE	OLRD	#4	8	4
7/18	Focus Group on Portfolio	ODE	SW ABLE Resource Cntr.	#3	8	1
2/5	London Cons. Mtg.	ODE		#3	4	
8/17	Social Services 101	Clark Co. Fam. & Child. First Council	Various	#5	8	1
8/8	Initial Goal Setting	ODE	SW ABLE Resource Cntr.	#3	8	1
12/ 17	ABLE Link Training	ODE	OLRC	#2	8	1
2/16	Changes at DHS	ABLE	Various	#5	4	12
8/1	BEST Test Training	ODE	Various	#3	8	2
6/15-16	Teleconference Make-Up	London Cons.	Video/D. Pottmeyer	#3	16	20
1/31	Access 2000 Training	SOITA	Various	#2	8	1
Totals					**100**	**49+**

Montgomery County Consortium

Grant Recipient: Miami Valley Career Technology Center

Grant Allocation: $12, 651.00

Contact: Amy Leedy, Basic Skills Coordinator
6800 Hoke Road
Clayton, Ohio 45315
(937) 85406051

Programs Participating: Greenville City Schools, Jewish Vocational Service, Kettering City Schools, Miami Valley Career Technology Center, Miami Valley Literacy Council, Sinclair Community College

Purpose:

To provide professional development opportunities to meet the needs indicated by staff from programs represented in the consortium.

Objectives:

1. ABLE staff will participate in training offered by the Southwest ABLE Resource Center. New teachers will participate in training offered in the fall.
2. Instructors will visit in other consortium programs after identifying one of the State and Federal priorities through an individual request form.
3. Staff members will participate in activities that improve retention and incorporate the program quality indicators more effectively.
4. ABLE ESL staff will continue to evaluate and refine the delivery system for limited English proficiency in the Dayton area.
5. Information and techniques gained by staff members at conferences will be shared with the Southwest ABLE Advisory Committee and Project READ.
6. Staff will participate in training, record keeping to facilitate accuracy and completion of ABLELink.
7. Montgomery County Consortium members will conduct local activities identified on Professional Development Plans.

The following is a summary of the activities supported by the Montgomery County Consortium project:

1) Date of Activity	2) Name of Activity	3) Spon-sor	4) Name of Presenter	5) Objectives Addressed	6) Hours in Session	7)Number of Participants
Aug. 17	Math Kickoff	SWARC	K. Jackson	To improve instruction	4	10
Oct.22-23	TESOL	TESOL	Varied	To share information	8 hrs. x 2	4
Dec. 3	Powerful Tools for Student Reten-tion	SWARC	K. Jackson	To increase student participation	6	10
Jan. 7	History of Ohio	SWARC	K. Jackson	To improve instruction	6	10
Jan. 29	Multiple Intelligen ces	SWARC	K. Jackson	To explore learning theories	6	8
Apr.- June	Video OPAS	ODE	Varied	OPAS	6	22
Oct.& Nov.	New Teacher Training	SWARC	K. Jackson	To orient new staff to ABLE	2 Days	3
Apr. 6&7	OAACE	Varied	Varied	To share information	2 Days	5
July & Aug.	Individu-al Program Activit-ies	Local	Varied	To improve instructional techniques	6	40
Nov.	LVA National Conventi on	Varied	Varied	To share information	8 hrs. x 2	4
Totals					**98**	**116**

Southwest Appalachian Consortium

Grant Recipient:	Southern State Community College
Grant Allocation:	$7,151.00
Contact:	Karyn Evans 100 Hobart Drive Hillsboro, Ohio 45133 (937) 393-3431 Ext. 2687
Programs Participating:	Southern State Community College

Purpose:

To support staff in the implementation of their Individual Professional Development Plans in order to meet the goals of the ABLE grant.

Objectives:

1. To provide for professional growth and networking.

2. To prepare volunteers.

3. To increase classroom skills in the following areas:

   - Technology (computers, ABLELink, Internet)
   - Math
   - ESOL
   - Social Studies
   - Literacy
   - Developmental

The following is a summary of the activities provided by the Southwest Appalachian Consortium project:

1) Date of Activity	2) Name of Activity	3) Spon-sor	4) Name of Presenter	5) Objectives Addressed	6) Hours in Session	7)Number of Partici-pants
1/12	Email/In-ternet	SWAC	Louis Mays	To increase awareness and improve teaching strategies. To enhance technology awareness	3	18
Feb/ Jan	Literacy Training	Project READ	(Train the Trainer)	To improve techniques for teaching/tutoring literacy students and training volunteers.	12	1
Varied	Literacy Training	SWAC	Linda Bailey	To improve techniques for teaching/tutoring literacy students	3	4
2/11	Social Studies	SWRR C		To enhance classroom skills in social studies	6	5
Varied	Resource Center Activity	SWRR C	Varied	To meet the objectives in the Professional Development Plans and to enhance training opportunities	30	11
Varied	State/Na-tional Confer-ences	Varied	Varied	To broaden perspectives on ABLE delivery		
Varied	Other Profession-al Develop-ment Stipends	Varied	Varied	To encourage broad-based individual professional development activities		
Totals					**54+**	**39+**

Adult Literacy Coalitions

Literacy coalitions are organizations working together for the purpose of increasing awareness of literacy issues, needs, and programs; enhancing the quality of literacy services provided to adult learners and their families; and promoting collaborative initiatives resulting in more effective and efficient use of resources.

Literacy coalitions can play a major supportive role in assisting local Adult Basic and Literacy Education programs to serve adult learners within the provisions of Title II (Adult Education and Family Literacy) of the Workforce Investment Act. Their goals include, but are not limited to: community-wide public awareness activities; volunteer and student recruitment campaigns; recognition events; engagement with policy makers to garner support for adult basic and literacy education, job training, and family literacy; information collection and dissemination; cross agency planning, volunteer training; and garnering of resources and other types of support for literacy programs.

A competitive Request for Proposal resulted in grant awards to eleven literacy coalitions for a three-year period. Federal funds in the amount of $195,034 supported these projects.

Adult Literacy Coalition Grants

Grant Recipient: Auburn Career Center

Grant Allocation: $16,779

Project Period: September 15, 1999 to August 31, 2000

Project Director: Mike Kristan (replacing Suzanne Gucciardo within project period)
Auburn Career Center
8140 Auburn Road
Concord Township OH 44077
(440) 357-7542

Project Description/Purpose:

Initial Project Phase

MaryAnn Kerwood (Coordinator, Auburn Career Center ABLE) initiated this project with the support of Auburn Career Center, which serves as the fiscal agent for the project. It was planned that the Lake-Geauga County area would benefit from the deliberate organization and implementation of a Literacy Coalition. The Coalition would promote the cause of literacy in a more aggressive and widespread manner than was currently possible through limited financial underwriting of the various ABLE programs involved in the existing literacy consortium.

An office for the project was provided by Auburn Career Center as in-kind service. A telephone line designated for the project was also to be provided.

Two employees were hired at the inception of the project: Wendy Kestner as Literacy Specialist and Janene Ishee as Literacy Manager. Ms. Kestner obtained a full-time teaching position in Ashtabula County after only two months with the coalition. Melissa Holl was hired to be the Literacy Specialist in her absence and has remained with the project.

The Lake-Geauga Literacy Consortium (which existed primarily to underwrite tutor training for the two counties) met with Literacy Coalition staff persons (specialist and manager) in order to collaborate on training new literacy volunteer tutors. Members of the pre-existing Consortium were:
MaryAnn Kerwood – Director of Lake Co. EvenStart, Coordinator of Auburn Career Center and Madison ABLE programs
Shirley Kowalski – Coordinator of Painesville ABLE
Ann Weaver – Literacy Coordinator for Willoughby-Eastlake ABLE
Wally Waldbauer – Director of Geauga Co. ABLE (not present at this meeting)

Christine Nemencz – works as Human Resources Coordinator for Auburn Career Center and became the new Coordinator of the Lake-Geauga Literacy Consortium (providing clerical support for the Consortium and making arrangements for the tutor training location.)
Melissa Holl – Literacy Coordinator for Painesville ABLE (also new Coalition Literacy Specialist).
Janene Ishee – Coordinator of Willoughby-Eastlake ABLE (also new Coalition Literacy Manager).

It was discussed and decided to merge the two entities into one under the new coalition umbrella. It was also decided at this meeting that the individual ABLE programs would underwrite the Consortium-Coalition by $300 per program in order to assist with costs for the tutor trainings. It was also suggested to move the fiscal responsibilities to Auburn Career Center from the United Way in order to streamline the financial processes.

Theme Development

Development of a consistent theme for the coalition focus was one of the first priorities. Wendy Kestner and Janene Ishee developed several ideas for this project. With the support of other consortium/coalition members, the CARES concept was selected—Lake-Geauga CARES being the Lake-Geauga Center for Adult Reading and Educational Services. When Melissa Holl became part of the coalition, she and Janene Ishee worked with the help of a local graphic arts company to develop a theme logo.

Newsletter Development

Melissa Holl and Janene Ishee met several times to discuss the development and format of a newsletter that could be sent to volunteers and community members.

Training Development

Melissa Holl and Janene Ishee met with Ann Weaver (Literacy Tutor Coordinator for Willoughby-Eastlake and Tutor Trainer for the Consortium.) The group discussed focus, format, and timeframe for the next training.

Project Outcomes:

- One volunteer mailing to church administrations to recruit volunteers or potential clients (portion of postage costs as in-kind from Auburn Career Center)
- One volunteer newsletter to 40 recipients (portion of postage costs as in-kind from Auburn Career Center)
- One volunteer support meeting attended by participants
- Collaboration established with:
  Lake-Geauga Common Good Linkage
  Lake-Geauga Literacy Consortium
  Eastshore Literacy Consortium-Ashtabula, Portage, Geauga, Lake Counties

- Meetings with:
  Prime-Time Learning for Painesville & Fairport Harbor
  North Coast Volunteer Leadership Association-regarding H.B. 187 on volunteer background checks
- Maintaining list of agencies, schools, volunteers, and literacy programs in the project area
- Files maintained regarding current literacy issues at Auburn Career Center
- Staff receiving mailings from NIFL list serve and (email) newsletters from North East ABLE Resource Center
- Individual program volunteer recognition at year end
- Volunteer and Literacy Hotline established at Auburn Career Center with separate extension provided as in-kind service from Auburn

Impact:

- Combined consortium under one umbrella eliminates duplication of services.
- Established solid financial and program support with location change to Auburn Career Center from United Way.
- New Lake-Geauga CARES logo and theme will provide a focus for literacy providers, clients, and volunteers.

Product or Training Developed:

- Lake-Geauga CARES theme and logo applied to stationery and will be used for all brochures, newsletters, training promotion, and advertising.
- Revision of training agenda. Projected date in October/November, 2000.
- New office area at Auburn Career Center has telephone and file space for staff members.

Products are Available From:

Lake-Geauga CARES at Auburn Career Center

Project Continuation and/or Future Implications:

- Brochures or CARES Packet when completed can be placed in hands of community leaders to assist in generating in-kind or financial support as well as referral of clients and potential volunteers.
- Cable advertising will be generated for the areas served possibly through existing school cable channels at no cost to CARES.

Conclusions/Recommendations:

This has been an organizational year. This scope of activity for the promotion of literacy is new in Lake and Geauga Counties. We will continue with the CARES

theme in additional media representations (see VI.) as well as in brochures/packets and possibly in radio PSAs in the remaining 2 years of this project.

The CARES staff plans to meet with other coalition managers to share and learn ideas proven effective in this geographical area regarding promotion of literacy issues.

Additional Comments:

The Lake-Geauga CARES staff members appreciate the three year nature of this initial project. The development of a comprehensive literacy coalition takes much planning, time, and availability of staff and community members.

Grant Recipient:	Ashtabula County JVS
Grant Allocation:	$16,779.00
Project Period:	September 1, 1999 – August 31, 2000
Project Director:	Suzanne Bernardini, ABLE Director Ashtabula County JVS 1565 State Rt. 167 Jefferson, OH 44047 (440) 576-6015 Ext. 254

Project Description/Purpose:

Established in 1988, the Ashtabula County Literacy Coalition exists to develop, improve, and expand lifelong learning opportunities for adults in their roles as family members, community members and workers through a comprehensive and collaborative network providing activities and services to meet the literacy needs of Ashtabula County. Current demographics support the need to maintain collaborative support services of a Literacy Coordinator and our Literacy Office.

FY2000 Objectives/Activities

. To maintain and improve services: 1) operate five day per week literacy office; 24 hr. literacy line; internet and web site; 2) provide literacy coordinator to coordinate all literacy services in Ashtabula County; 3) promote adult literacy programs (i.e. ABLE/LVA); 4) provide adult education/literacy information and orientation sessions; 5) act as a clearinghouse for information/referrals/follow-up.

. To maintain and expand services: 1) continue the existing "Shared Book" family literacy project and expand all parenting programs; 2) explore activities to promote the Governor's Task Force/Ohio Reads Project; 3) explore implementing/designing literacy services for the new prison (Lake Erie Correctional Institution/Conneaut); 4) expand special ESOL programs to serve our growing Latino population; 5) continue interagency partnerships that enhance and expand workforce development.

. To maintain and coordinate services: 1) maintain linkages with our members and literacy partners: Ashtabula County Common Good Linkage Team & Northeast Ohio One-Stop Partners; 2) coordinate and support fundraising events that support literacy programs through the county; 3) serve on work teams, task forces, special committees (i.e. School to Work; Children & Families First Council) to represent adult literacy programs; 4) host/co-sponsor professional development and cross-training for tutors, volunteers, staff and/or other stakeholders involved as literacy partners; 5) plan/coordinate marketing, public relations, and special events to promote literacy.

Project Implementation:

The Literacy Coordinator (Emily Chismar) is directly responsible for planning, coordinating and implementing all literacy services of the coalition.

The Project Director (Suzanne Bernardini/ABLE Director and Coalition Chairperson) oversees management of the project and the office receives support services from a recruiter/office aide, ABLE Instructors and the Family Literacy Team.

Project Outcomes:

Objective I/Maintain services:

- Operated 5 day per week literacy office/24hr literacy line
  Internet & website
- Provided Literacy Coordinator/4 LVA Trainings/17 Adult Education Info Sessions
- Promoted adult literacy programs/revised & updated 5 major brochures
- Continued work of Literacy Office as clearinghouse for information/referrals and follow-up (provided 6 major mailings; printed 15,000 brochures; maintained records on 55 tutor/student matches; logged 192 individual referrals/follow-ups)

Objective II/Expand services:

- Family Literacy: revised bookmarks; scheduled parenting classes; promoted Ohio Reads

- Workplace Literacy: served on ESOL workplace team; provided information sessions via United Way presentations; helped to design employment/literacy services for Lake Erie Correctional Institution

- ESOL: helped to initiate new ESOL evening classes (2 new conversation clusters); collaborated with agencies to produce Spanish/English materials

Objective III/Coordinate Services:

- Maintained participation in monthly Common Good Linkage Team meetings; served on Governance Board of NE Ohio One-Stop System; served as partner in development of Ashtabula County One-Stop

- Represented coalition/adult literacy on work teams, task forces and special committees (School-to-Work; Children & Families First Council; Ashtabula County LEADERship)

- Hosted/co-sponsored 4 professional development training sessions which involved tutors, volunteers, staff and literacy partners

- Coordinated 3 major fund-raising events which involved a variety of local businesses/individuals
-

Impact: As a result of maintaining our Literacy Office...
(Marketing/Recruitment/Referrals/Literacy Collaborations)

- ABLE enrollment increased to 1,775
- LVA Workshops netted 35 new tutors
- ESOL services expanded into the workplace (MFG & ROI)
- United Way continued to fund LVA
- WREO/WFUN sponsored Ashtabula County's "Day at the Jake" Cleveland Indians Game to benefit Coalition's Scholarship Program and continued/expanded PSA's and literacy promos.
- Star Beacon continued sponsorship of NIE program to all ABLE sites and tutorial centers in Ashtabula County. In addition, sponsored "Tee Off for Literacy"/3rd Annual Golf Outing to benefit Coalition's Scholarship Program and expanded International Literacy Day and Family Literacy promos.
- Scholarship Program awarded five $100 Adult Student Scholarships
- Ashtabula Mall in cooperation with Waldenbooks sponsored coalition's "Buy a Book" program which provided children's books that were donated to Right Track Program/Conneaut and Head Start Family Center/Ashtabula
- Coalition supported Family-A-Fair/OSU Extension Office; Young Authors' Program/Ashtabula County Health Department; Ashtabula Area Chamber of Commerce Initiatives; ABLE Incentive Program; and Read-a-thons at local libraries
- Information sessions/services were provided at area nursing homes, Goodwill Industries, Samaritan House, Homesafe, Mary Chatman Center, Ashtabula County libraries, Rural Opportunities-Inc., Justice Center, Lake Area Recovery Center and Ashtabula Metro Housing Authority
- Coordinated pilot project "Reading at Ridgeview" which matched 12 LVA tutors and 20 students at Ridgeview Elementary School
- Continued co-sponsorship of Best of the County/Awards Program
- Supported cooperative employment plan for Lake Erie Correctional Institution
- Family Literacy Sessions were conducted at Head Start centers, Kindergarten Registration Sessions, public libraries, GRADS program and ABLE sites. Family literacy materials were also distributed by International Reading Association "Books for Babes" program
- Supported coordinated efforts to secure Ohio Reads grants and a Reading Excellence Grant to establish family literacy centers in Ashtabula County

Product or Training Developed:

Products:

1. Design and revision of brochures/bookmarks
(ABLE/LVA/Coalition/LPN Prep/Shared Book/English-Spanish)

2. Design and revision of rolodex & pocket directories
   (ABLE/Common Good)
3. Cross Training Modules
   (ABLE/LVA, LVA/ESL, Common Good/One-Stop)
4. WEBS Checklist
   (Workforce Education & Basic Skills)
5. Design/Production of literacy PSA's

Products are Available From:

Suzanne Bernardini, ABLE Director
Ashtabula County JVS
1565 State Rt. 167
Jefferson, OH 44047
Phone: (440) 576-6015 Ext. 254
Fax: (440) 576-6502
Email: sbbacjvs@suite224.net

Project Continuation and/or Future Implications:

The Ashtabula County Literacy Coalition is an integral part of the recently formed Ashtabula County One-Stop System. We must continue to work with our partners to provide comprehensive and collaborative education, employment, training and social services to all unemployed and underemployed individuals in order to maximize their self-sufficiency and/or improve their roles as family members, community members, and workers.

Conclusions/Recommendations:

It is essential that the Literacy Office remains the central hub of services, the twenty-four phone/internet lines be maintained and that the coordinator remains as the primary contact/public relations person for the coalition. Continued cooperative work with county newspapers, four radio stations, eight county libraries, the Chamber of Commerce and county initiatives is needed to expand our marketing efforts. In addition, continued support of the Common Good Team and One-Stop partners is needed to strengthen our comprehensive workforce development system.

Additional Comments:

We appreciate the support of the State Leadership Grant program and have found it to be a valuable resource for continuing the successful programs and activities of Ashtabula County's...

"Partners in Literacy!"

Grant Recipient: Clark County Literacy Coalition

Grant Allocation: $16,779

Project Period: September 1, 1999 – August 31, 2000

Project Director: Marsha Randall
137 E. High Street
Springfield, OH 45502
937-323-8617

Project Description/Purpose:

1. Create community-wide awareness of literacy issues, programs, and services. Banners hanging in the downtown square, newspaper articles, *PICK a Pack* (Parents Increasing Children's Knowledge) and the **Family TLC** Projects have helped increase public awareness. The Board of Trustees appointed a committee to address public awareness for the Coalition.
2. Develop and promote a consistent and credible theme for literacy. A variety of newsletters targeting literacy partners, business, and community agencies have made our mission a consistent theme for literacy.
3. Conduct campaign to recruit potential volunteers and adult students. During National Literacy Month (September) and again in the spring, banners, placemats, posters, newsletters, Business for Literacy packets, flyers, bookmarks, newspaper articles and promotional materials are circulated throughout the community to attract students and tutors. Speaking engagements and collaboration with agencies throughout the year assists in recruiting students and tutors.
4. Train Volunteer Tutors. Volunteer Training Workshops for basic literacy tutors are held bi-monthly. Tutor trainers plan and execute the training.
5. Promote collaboration, sharing and cooperation among adult basic and literacy education providers in Clark County. ABLE Providers meet regularly to discuss issues and set goals. This year we adopted a formal definition of learning disabilities and have shared ideas to better serve adult students with learning disabilities.
6. Create and/or participate in Coalitions with other community agencies and organizations that serve adult learners and their families. The Social Agency Linkage Team (SALT), the Migrant Coalition and the One-Stop Centers serve adults and their families. A hotline coordinator answers calls and makes referrals.
7. Maintain a listing of locai adult basic and literacy education service providers, youth literacy programs and other related service providers. A list of literacy providers for both adults and children has been developed and is reviewed by literacy providers and the staff.
8. Serve as a clearinghouse for information about literacy issues in this Clark County. The Information and Referral agency has produced a database

of literacy organizations which we have received and put into our computers. This will be updated annually.

9. Establish relationships with the private sector resulting in the securing of additional direct or in-kind support for adult literacy initiatives. This year the *Share the Gift* campaign, the Golf Scramble, grants from Medical Alliance and Covenant Church, and gifts from the Altrusa Club of Springfield resulted in increased funds for literacy.
10. Secure grants and other support from government agencies and other non-profit sources. The Coalition has submitted a variety of grants including United Way, Della Selsor, Springfield Foundation, CDBG, and other private funders.
11. The Coalition holds an annual recognition event honoring students and tutors. Student/Tutor recognition event is held during National Literacy Month. The Edith Stager Memorial award is presented to a student and one to a tutor for outstanding dedication and performance during the program year.
12. Communicate with elected officials and other decision-makers to advocate for sound policy decisions related to adult basic and literacy education programs, services, and procedures. Officials are invited to visit the Center and asked to participate in Coalition activities. Tutors and students participate in "Meet your legislator Day" to speak on behalf of adult students throughout the state.
13. Operate a hotline to refer potential volunteers and learners to appropriate local programs. Our hotline coordinator monitors calls for referrals and tracks call sources. Referral sheets are placed at all desks, calls collected and consolidated monthly.
14. Collect and analyze information that will assist local programs to determine service needs and to develop plans for meeting those needs. Information collected from calls is organized from tracking sheets and reported to the Board of Directors. Suggestions from tutors is requested in September on the annual tutor needs assessment and used for program planning. Information and ideas from students is collected on student surveys and exit forms and is used in program planning.

Project Outcomes:

1. 10,000 brochures, informational packets, bookmarks, flyers etc. were distributed to increase awareness of ABLE services in Clark County this program year.
2. Six issues of *Partners in Literacy*, two community newsletters, monthly packets for Business for Literacy, and informational packets reaching more than 2000 residents were distributed this program year. Each release contained the mission of the Coalition and the literacy theme.
3. The National Literacy Month campaign in September causes an increase in both students and tutors for the program. 42 new tutors were recruited, non-tutoring volunteers have increased by 5% due to community service from high school students, college students, and students on probation from the courts.
4. Six 13-hour training workshops have been held this program year. 39 new

tutors were trained and 12 have been reactivated. One new tutor trainer has been certified.

5. The Provider Group met to discuss community literacy issues. The tutor training handbook has been developed and includes a section specific to learning disabilities and teaching techniques for tutors working with adults having LD.
6. More than 100 adults used the One Stop computer to find information on jobs and services. The SALT is working on a resource guide for job seekers and the literacy hotline averages about 32 calls each month.
7. A referral sheet for literacy programs has been developed and is used by all staff members to refer callers.
8. Literacy policy updates are filed and reviewed by staff and are available to tutors and students.
9. Fundraising events went well this year. Almost $20,000 was raised from the various events.
10. $55,000 has been raised through federal, state, and local grants.
11. More than 60 students, tutors, and community members attended the annual student/tutor recognition event.
12. Elected officials are invited to events sponsored by the Coalition and several tutors and student attended the "Meet your Legislator's Day" in Columbus.
13. The hotline is established and coordinated by a part-time coordinator.
14. Twenty two tutor needs assessments were returned, 35 student surveys were returned with 95% positive comments about students and tutors comfort level and learning at the Coalition sites.

Impact:

Public Awareness of Clark County Literacy Coalition activities and services continues to increase. Public events and fund raising events continue to be more successful each year. The number of phone calls to the Coalition continues to increase; the number of businesses participating in "Business for Literacy" has increased and businesses are seeking out the services of Coalition members. 85 to 90% of evaluations on tutor training workshops and in-service trainings are very positive. We continue to find new partners for literacy initiatives and events. We now have two contracts with Clark County Department of Jobs and Family Services: basic literacy, and Family Literacy. We continue to add ESOL students to our program, and the Coalition agencies continue to collaborate to provide better service without duplication to the community.

Product or Training Developed:

The tutor training handbook is available by request. "Business for Literacy" Packets, community newsletters, business newsletters, and *Partners in Literacy* newsletters are available. Informational packets and PICK-a-Packs for families, new baby packets, and toddler packets are also are available.

Products are Available From:

The Clark County Literacy Coalition
137 East High Street
Springfield, OH 45502
937-323-8617 fax 937-328-6911.

Project Continuation and/or Future Implications:

Many activities of this grant will remain in place as long as funds allow. The costs of supplies continue to rise yet these funds have decreased. Present staff and a VISTA manage these projects. Without a VISTA or additional staff, projects would be eliminated. As awareness grows about programs and services, partnerships as well as donations increase and hopefully Coalition agencies working together can continue to make each program year successful.

Conclusions/Recommendations:

The Clark County Literacy Coalition has been greatly strengthened as a result of this grant. The Coalition continues to provide essential basic literacy and GED services to adults. The goal remains to encourage collaboration among Coalition agencies and prevent duplication of services. The cooperative leadership existing among ABLE Provider's in this community is valuable to residents, particularly adult students. The referral information and the hotline coordinator allow the community at large to have information concerning literacy activities. Without the funding for this grant, this information would not reach families. It is recommended that this funding continues and be increased for these activities.

Additional Comments:

Adequate skills for adults to function as workers, citizens, and parents are essential for meeting the challenges of everyday life. The Coalition will continue to examine and expand services, coordinate county efforts, build corporate awareness, and recruit adult students and volunteers to meet these challenges. Thanks to the Department of education for recognizing and supporting the planning and coordination of ABLE programs.

Grant Recipient: Cleveland Reads

Grant Allocation: $16,779

Project Period: September 1999 – August 2000

Project Director:

Catherine Thomas
Executive Director
Cleveland Reads
1331 Euclid Avenue
Cleveland, Ohio 44115
(216) 436 2222

Project Description/Purpose:

The Literacy HOTLINE was developed by Cleveland Reads to provide a single point of contact for adult learners, volunteers, program staff, the workplace, and community members to obtain immediate and accurate literacy information, including volunteer opportunities, technical assistance, and referrals. A full time coordinator who has responsibility for managing the calls, entering the data, and providing follow-up to callers staffs the HOTLINE. Cleveland Reads has experienced continuous growth in the number of calls received from learners, volunteers and the general public.

Project Outcomes:

Increased Utilization of the HOTLINE

A total of 1,741 calls were received on the HOTLINE from September 1999 – August 2000, an increase of 13% on the prior year. It is anticipated that this trend will continue due to marketing efforts. The Marketing Committee created bus, radio and billboard campaign and introduced radio spots to advertise the HOTLINE and to draw attention to literacy issues.

A volunteer recognition event was held by Cleveland Reads in April 2000 to honor the great work that volunteers do in the community and to increase public awareness of Cleveland Reads. Over 150 volunteers, who represented 56 literacy programs, attended the reception. The Volunteer of the Year award was presented to an ABLE individual and four other ABLE volunteers were selected for special recognition.

Efficiency of Referrals

The HOTLINE Coordinator contacted and/or visited the literacy providers to gather correct and complete information about the existing literacy programs for the Directory of Literacy Services and to forge a stronger relationship with Greater Cleveland's literacy community. Dissemination of the Directory by Cleveland Reads to the literacy providers, agencies and institutions ensure an appropriate referral process.

The Directory also acts as Cleveland Reads' resource manual to provide appropriate matches to agencies for learners and volunteers. The Coordinator is continually working to keep this up to date and accurate through subsequent visits and follow up calls.

Effective use of the HOTLINE Information

Cleveland Reads continually strives to ensure the suitability of referrals made on the HOTLINE to learners and volunteers. To achieve this, the HOTLINE Coordinator implemented a system of follow up to callers. Each caller receives a postcard detailing the recommended programs and includes a return portion to provide Cleveland Reads with feedback on the service provided. Any comments regarding the accuracy and reliability of the information are followed up and the Directory updated appropriately.

Volunteers have the opportunity to discuss their objectives with the Coordinator of Literacy Services, who provides information at the monthly tutor orientation sessions held by Cleveland Reads and makes follow up calls to ensure that volunteers are satisfied with the selected program.

In addition, the HOTLINE Coordinator has:

- Provided information on the HOTLINE through leaflets and fliers.
- Prepared and distributed the quarterly newsletter.
- Organized the Professional Advisory Council (PAC) meetings. The PAC provides a forum for local literacy providers to discuss issues, promote collaboration, assist in program development and determine awareness needs.
- Organized a Literacy Summit as a follow up to the National Summit held in Washington DC by the National Alliance of Urban Literacy Coalitions (NAULC). This was attended by over 65 of our PAC members and addressed the vision to move America towards achieving literacy for all adults.
- Attended all local ABLE meetings and state conferences.
- Provided 2 hour in-service tutor enrichment session for Parma ABLE
- Represented Cleveland at the "Meet your Legislator Day" held in Columbus, Ohio

Impact:

The HOTLINE has been a major factor in allowing Cleveland Reads to be recognized as a credible resource to the literacy programs and as an organization to effectively serve the learner community.

In addition to the increase in calls to the HOTLINE noted above, Cleveland Reads also trained 964 community and corporate volunteers and 148 parents in the year. This represents 37,328 tutoring hours with a cost value to the community of $533,790 (based on an hourly rate for volunteers of $14.30 established by The Points of Light Foundation).

Product or Training Developed:

- A concise and up to date Directory of Literacy Services has been prepared and distributed.
- Volunteer training is conducted monthly and is continually developed to ensure techniques are effective.
- A promotional video has been produced which has been an important asset in recruiting potential Board members, clarifying our mission and position in the community.

Products are Available From:

- A copy of the Directory is provided for your information.
- An example of the postcard system implemented as a follow up to learners is included.
- A copy of the brochure outlining parent workshops is enclosed.

Project Continuation and/or Future Implications:

The HOTLINE provides a key resource for learners and volunteers within the Greater Cleveland area. We have requested funding from the Ohio Department of Education for 2000/01 to supplement the salary of the HOTLINE coordinator. Funding from United Way Services will cover the balance of salary costs and fringe benefits.

Cleveland Reads has received a grant from GTE of $40,000 for marketing expenditure. This will be used to promote the HOTLINE and increase awareness of literacy issues and programs in the Greater Cleveland area.

Conclusions/Recommendations:

Cleveland Reads is delighted with the continued growth in the HOTLINE and our growing position in the literacy arena. The increase in calls to the HOTLINE and the growing support of the PAC members has ensured that Cleveland Reads is viewed as the central resource in the Greater Cleveland area.

Our experience in the growth and development of the HOTLINE has provided an insight into how such a resource can be effective. The HOTLINE Coordinator should be knowledgeable about the programs to which the learners and volunteers are being referred. This will ensure that callers are appropriately referred and satisfied with the outcome. In addition, the database containing the referral programs requires to be maintained up to date and complete. On going contact with providers is crucial in becoming a credible resource. This will ensure that accurate referrals can be made suitable to each caller's requirements.

Additional Comments: None

Grant Recipient:	The Literacy Coalition of Delaware County
Grant Allocation:	$16,779
Project Period:	September 1, 1999 – August 31, 2000
Project Director:	Connie Kloha-Iizuka, Director The Literacy Coalition JVS North 1610 State Route 521 Delaware, OH 43015 (740) 363-1993, ext.2217

Project Description/Purpose:

To hire a director to plan and implement the objectives of The Literacy Coalition. The major objectives are listed as follows according to an alphabetical designation for the purpose of following the outcomes and impact in corresponding subsequent sections of this report:

A. To create community awareness of literacy issues, programs, and services by creating a brochure.
B. To strengthen the curriculum for adults with learning difficulties by having Tom Diebold of COSERRC offer a training at our site.
C. To promote recruitment by conducting two separate campaigns to recruit potential volunteers and adult students.
D. To promote ABLE/ Literacy Collaboration by speaking at the fall ABLE staff meeting to promote awareness of the services of the Literacy Coalition that can benefit learners reading below 3rd grade level.
E. To establish a phone line to serve as a clearinghouse/hotline for Literacy Services.
F. To improve grant support by writing grants throughout the year to help fund Literacy Coalition activities.
G. To improve learner assessment to assist learners and volunteer tutors in setting and meeting goals.
H. To strengthen the unity of the Coalition by providing additional support for committee chairpersons with monthly contact.
I. To participate with other community agencies that serve adult learners and their families.
J. To collect and analyze relevant literacy information.
K. To organize learner and volunteer recognition.

Project Outcomes:

A. A brochure was made and flyers were also used to promote awareness of the Coalition. Over 300 brochures were distributed in the Christmas 1999 People in

Need holiday food baskets. Over 2,000 flyers were distributed via community church bulletins and flyers were also sent to local businesses, bookstores and libraries. Over 100 flyers were posted at local businesses by volunteers on United Way Community Care Day.

B. On February 26, a Stevenson Language Workshop was held, featuring Dr. Tom Diebold as the presenter. 40 people attended the training, namely volunteer tutors and educators in the community. Pat Wittlinger, an ABLE dyslexia class teacher and Coalition volunteer, Sally Sutton, director of the Delaware JVS ABLE program and President of the Coalition, and Cheryl Olsen, director of the Coalition, all attended additional workshops and trainings in an effort to improve the curriculum being offered.

C. In order to increase the number of volunteer tutors, it was decided that the training curriculum would be revamped. Specifically, the former 18 hours of training would be replaced by a shorter initial workshop of six hours, which is the minimal training required before matching a volunteer with a student. Four additional training modules covering other topics will be held throughout the year. A two-hour orientation for the new curriculum is taking place on 9/23/00 and the six-hour training will be held on 9/30/00.

D. Cheryl Olsen, the former director of the Coalition did speak at the fall ABLE staff meeting to promote awareness of the programs and services.

E. The phone line in the director's office has helped Board Members, volunteer tutors and potential students have a central point of communication to enhance the efficiency of the overall operation of the Coalition.

F. Requests for donations for children's books were sent out to over 70 publishers and resulted in donations of over 578 books. The estimated value of these books was over $4000. The books were distributed in our various family literacy programs.

G. Power Path assessments were given by Kathy Basaran to approx. ten students in the adult learner class suspected of having learning difficulties. The TABE was given to all 23 students enrolled in the reading classes.

H. The Board of Trustees voted to change from quarterly meetings to meeting once every other month. The Board also decided to restructure to form working sub-committees to expand and improve the range of activities to promote the objectives of the Coalition.

I. We continue to participate with other community agencies that serve adult learners and their families, by making them aware of our services and partnering when appropriate, such as the distribution of flyers in the holiday food baskets.

J. The director of the Coalition met with Kathy Tatterson, Delaware County's United Way director, to obtain a needs survey that had been conducted.

K. On May 4, Cheryl Olsen collaborated with Connie Kloha-Iizuka, the PR chair and current director of the Coalition, to organize the Second Annual Meeting to recognize volunteer tutors and adult learners. Over 25 guests, including Members of the Board, tutors, and learners, attended the event and several guests gave moving speeches about their involvement with the Coalition.

Impact:

A. We have increased community awareness, and our literacy efforts are being encouraged and supported by the following agencies in Delaware County: Delaware County Health Department; Delaware County District Library; Delaware County Department of Human Resources; Families and Children First Council; People in Need; CORC Job Training; Ohio Wesleyan's Community Service Learning Office; Leads Head Start; and Delaware JVS/ ABLE.
B. Over 40 people were trained, and the workshop promoted awareness of our services among other educators in our community and enhanced the teaching methods of our own volunteer tutors. The additional workshops and training received by our staff will assist them in the development of new and improved curriculum for additional training modules for volunteer tutors.
C. Promotion of the fall orientation and training resulted in requests for info and training from over 22 members of the community. Eight people attended the orientation and we expect 12-14 people to attend the training on 9/30.
D. As a result of Cheryl Olsen speaking to the ABLE staff, there is more awareness of the services being offered by the Coalition so potential students can be referred to our office.
E. The project is run much more efficiently and there is a much stronger unity felt by all people associated with the Coalition because there is a central point of communication via phone, fax and e-mail.
F. Distribution of books through family literacy programs promotes awareness of our existence in the community and offers young children a chance to practice or improve their literacy skills and promotes their interest in reading.
G. The assessments help us identify the individual needs of each learner so we can provide a learning environment that best suits their needs.
H. The more frequent timing of Board meetings has resulted in better understanding of each member's attributes with respect to the goals of the Coalition. The working subcommittees have been very active in the development of new curriculum and a training workshop and promotion of the Coalition by PR activities, including press releases, brochures and flyers to notify the community of our services and to recruit potential volunteer tutors.
I. Participating with other agencies allows them to make their clients aware of the services we provide and promotes their cooperation in referring clients to our Coalition.
J. The information in the survey was reviewed and assimilated by the director to assist in determining the literacy service needs of the population.
K. The Annual Meeting is a great way for us to show our appreciation for all the hard work donated by both students and learners that is the foundation of the Coalition's success in meeting its goals to improve the literacy skills of people in Delaware County.

Product or Training Developed: Not Applicable

Products are Available From: Not Applicable

Project Continuation and/or Future Implications:

We believe there will always be a need to serve adults with low level literacy skills in the community. The Coalition is much better served by the presence of a paid director to unite the efforts of the volunteer tutors and make effective use of the attributes of the various Board members.

Conclusions/Recommendations:

In my brief time serving as the new director of the Coalition, I can easily see the benefits of having a full-time director. One of my main objectives will be to explore ways to increase our funding. Until such time as we have a full-time director in the position, there will be funds available for contracting certain administrative, public relations and training activities that would aid in the success of our mission.

Additional Comments: None

Grant Recipient:	The Literacy Network of Greater Cincinnati
Grant Allocation:	$16,750
Project Period:	8/12/99 – 8/31/00
Project Director:	Stephanie M. Graves 635 W. 7th Street 19 Broadcast Plaza Cincinnati, OH 45203 513-621-7323

Project Description/Purpose:

Stephanie Graves, in her capacity as Assistant Director and eventually, Co-Executive Director, continued to facilitate duties of the Information and Referral Coordinator primarily with the assistance of Kim Galati, Director of Community Relations and the remainder of the Literacy Network staff. Stephanie maintained an information and referral Hotline for potential students and tutors and logged all calls in a central database. She worked closely with Julie Zennie and Kim Galati to assist in coordination of the nine monthly tutor training workshops as well as advertising in local newspapers to promote learner and tutor referral services. Specially designed packets of information were sent to social service agencies to inform them of educational programs available for learners.

In response from anxious parents, the Literacy Network sponsored three free, after school special reading classes for children with dyslexia like symptoms. The Children's Basic Reading Program director/teacher, Sharon Strunk and teacher Kim Galati, maintained the dyslexia instructional program for children, started in 1998.

Kay Wagner, volunteer and director of the Adult Dyslexia Program maintained dyslexia instructional programs for adults with the assistance of several volunteers.

Stephanie arranged bi-monthly meetings for provider members to meet the network, share ideas and plan. At these meetings, providers share information about their activities, make requests for assistance and hear a presenter of their choosing on a relevant topic. Over 4,000 books and other resource materials are made available to providers through the Network. Monthly Board Meetings are held to inform Board Members of activities of the Network. All clerical support, scheduling of meetings, finding space, sending reminders, membership records, speakers and communications are handled by Network staff and Stephanie.

Community awareness of literacy programs was provided through newspaper advertisement, the manning of at least six information booths through the community, Time Warner Cable install program, Half Price Books recruitment campaign, newsletters, Annual Recognition Event and Corporate Spelling Bee and a Word In Worship bookmark drive.

Legislative advocacy was maintained by communicating with elected officials to advocate for sound policy decisions related to adult basic and literacy education programs, services and procedures. By responding to advocacy alerts from the Ohio Department of Adult Education, and the National Alliance of Urban Literacy Coalitions and the Ohio Literacy Network, the Literacy Network keeps abreast of advocacy opportunities. Local legislators were met by Stephanie and Julie Zennie in Washington DC March 16th as a part of activities planned during the National Alliance of Urban Literacy Coalitions Annual Meeting. On April 13th, Stephanie met again with local legislators in Columbus Ohio as a member of the Ohio Literacy Network during the Meet Your Legislator Day event. On both occasions concerns were presented for the need for improved adult literacy support through the state and nation.

Project Outcomes:

The project's Goal #1 was to promote collaboration, sharing, and cooperation between all adult basic and literacy education providers.

Providers met with staff bimonthly and were contacted by written communication on a twice-monthly average. The staff disseminated minutes of provider meetings held in September, November, January, March and April. An up-to-date list of provider needs was maintained. A list serve was created for providers to share information and concerns by Americorp*VISTA, Mike Haverkamp. Mike developed a listing of employment opportunities database as a result of surveys sent to 43 local businesses asking what positions they have that adult learner might fill. He also developed a job skills database that lists job training, vocational, and computer skill programs offered by providers. Mike visited literacy sites on a regular basis to maintain communication and evaluate means of better serving them.

The Literacy Line was maintained and updated as needed to provide agencies, tutors and students information about local educational sites and the programs they provide.

Stephanie attended quarterly Ohio Literacy Network meetings as well as SW ABLE Director's Assembly & Advisory Committee Meetings. An average of 23 informational mailings or faxes was sent to providers concerning new legislation and educational resource opportunities.

On February 28th, 2000 the Network conducted its annual Recognition Luncheon and Scripps Spelling Bee for Literacy (a corporate Spelling Bee). 310 people attended the Luncheon and 25 teams competed in the Spelling Bee. $3,750 was donated directly to provider agencies from this event.

Through the generosity of Time Warner Cable, "Time to Read" tutor training was again offered to Network providers November 5th and 6th with 26 prospective tutors in attendance.

The project's Goal #2 was to maintain and operate a community hotline to refer potential volunteers and learners to appropriate local programs.

20 packets of student recruitment information were sent to area social service agencies informing them of educational opportunities for their clients.

The Information and Referral Hotline was published in twelve local newspapers and Stephanie and Julie Zennie conducted two radio interviews on WVXU, National Public Radio. Channel 5 TV conducted an interview with Nona Rhodes and Sharon Strunk in November.

The Network hosted booths at community events and made presentations to recruit volunteers and learners, as well as utilizing media outlets:

August 1999
The Literacy Network hosted the annual National Alliance of Urban Literacy Coalitions in Cincinnati August 5 – 7. Stephanie and Nona Rhodes attended the Ohio Bureau of Employment Services Grand Rededication and Stephanie then manned a "Day on the Square" booth on Fountain Square. Nona attended an OLN Board Meeting on the 20th. An adult dyslexia screening was held on the 25th, with 7 adults in attendance.

September 1999
Nona and Stephanie attended an OLN Advisory/Directors Meeting on the 1st and then attended "Discover Health! Adventures in Learning" preview reception at Ault Park. A provider meeting was held on the 8th and a Board Meeting on the 14th. A children's dyslexia screening was held on the 8th, with 15 children screened. On the 9th Kay Wagner, volunteer, was presented an award as Outstanding Volunteer through Half Price Books. Mike Haverkamp read books to children at Half Price Books on the 12th. On the 20th, Mike Haverkamp manned 22nd, and 24th booths at the University of Cincinnati, Thomas More College and Xavier University to recruit volunteers.

October 1999
Mike attended a Volunteer Orientation meeting at Xavier University on the 10th. A Board Meeting was held on the 12th and on the 13th Mike conducted a booth at Northern Kentucky University to recruit volunteers. Mike manned a booth at Xavier University for Community Action Day on the 23rd and attended a Volunteer Orientation meeting and the University of Cincinnati on the 26th.

November 1999
Stephanie attended a Hamilton County Department of Human Services Provider Meeting on the 2nd and conducted a radio interview with Julie Zennie on the 3rd. Mike volunteered to read grants through "Ohio Reads Community Grant Review" on the 4th. On the 8th Stephanie attended an OLN Coalition Meeting and on the 9th attended the 1999 Community Leaders Cinergy Conference. A Board Meeting was held on the 9th also. A Provider Meeting was held on the 10th. Mike attended two Phi Theta Kappa volunteer meetings on the 15th and on the 16th. Stephanie and Nona attended an OLN Directors

Meeting on the 19th. The Literacy Network hosted a "Time to Read" tutor training program through Time Warner Cable at Xavier University with 26 prospective tutors in attendance.

December 1999
Stephanie manned a booth at the Rotary Fair on the 2nd and Mike and Stephanie attended a Recognition Lunch at the Cincinnati/Hamilton County Community Action Agency.

January 2000
A Board Meeting was held on the 11th and on the 12th Stephanie attended a SW ABLE Directors/Advisory Meeting at Sinclair College in Dayton. A Provider meeting was held on the 12th. Stephanie and Mike conducted a "Read-a-Thon" at the University of Cincinnati on the 13th. On the 19th, Stephanie and Julie conducted another interview on WUXU, National Public Radio. Stephanie and Nona attended an OLN Director's Meeting in Columbus on the 24th. Channel 5 TV interviewed LNGC staff on the 25th and a Provider Meeting was held on the 26th.

February 2000

A Board meeting was held on the 8th and an adult dyslexia screening was held on the 9th with 4 adults in attendance. LNGC staff attended Time Warner Cable's "Time to Read" annual dinner on the 10th. On the 17th Mike manned a booth at the University of Cincinnati's Community Connection Fair and Stephanie manned a booth at "Unique Lives and Experiences Overview and Detail" at the Arnoff Center through the Cinergy Corporation. Stephanie attended an OLN Director's meeting in Columbus on the 18th. On the 28th LNGC staff presented the annual Recognition Luncheon and Corporate Spelling Bee.

March 2000
Estel Sizemore made a presentation at Southern State Community College on the 10th. A Board meeting was held on the 14th and a Provider meeting was held on the 15th. Stephanie and Julie attended the National Alliance of Urban Literacy Coalitions meeting in Washington DC on the 16th – 18th. Channel 9 TV interviewed volunteer Kay Wagner, and Sharon Strunk on the 23rd. Stephanie and Julie attended the ABLE Spring Director's Meeting at Deer Creek Resort on the 29th – 30th.

April 2000
Stephanie attended an OLN meeting in Columbus on the 3rd. On the 6th, Stephanie and Sharon attended the opening of "Half Pint Library" at Children's Hospital Medical Center. Estel Sizemore made a presentation at St. James of the Valley Elementary School on the 7th. LNGC staff hosted a Volunteer Luncheon on the 10th, honoring our many volunteers. A Board meeting was held on the 11th and Julie and Stephanie attended Stepping Stones Annual Meeting as well. Stephanie attended the OAACE Annual Conference on the 13th – 15th. Estel Sizemore spoke at the National Conference for Community Justice on the 26th. "The Will to Read: The Estel Sizemore Story" premiered

on the 27th. Mike hosted a booth at the United Way and Community Chest Service Fair on the 29th.

May 2000
On the 9th a joint Board/Provider meeting was held. Estel Sizemore and Stephanie attended the Appalachian Council Awards Night on the 11th. Estel received the Appalachian Spirit Award. On the 16th Stephanie and Roselyn Hasty attended "An overview of learning disabilities" at Springer School. Stephanie attended an open house given by the Greater Cincinnati Foundation on the 17th. Stephanie attended the OLN Director's meeting on the 18th. On the 23rd The Children's Basic Reading Program conducted the first graduation of students completing the first two-year program. Julie participated in the Queen City Vocational graduation program on the 31st.

June 2000
Stephanie and Julie attended the National Society of Fund Raising Executives Conference on the 6th. Stephanie and Julie participated in the Literacy 2000 Summit update in Dayton, OH on the 16th. Stephanie attended the SW ABLE Director's meeting on the 20th.

July 2000
The Literacy Network presented the video "GED 2000" for 15 provider members on the 12th and 17th. On the 17th Stephanie attended an OLN meeting in Columbus. The Network held it's annual "Hands Across the River" campaign on the 18th.

August 2000
On the 9th Stephanie attended a Cincinnati Public School "Back to School/Ready to Learn" campaign at Douglas Elementary School. Stephanie was present at an OLN Director's meeting on the 18th. Stephanie and Kim Galati attended the Black Family Reunion on the 20th. 9 adults were screened at a free screening held on the 23rd. Stephanie and three Board members, Chair, John Slauson, Steve Jones and Mary Ann Taylor, attended "Board Basics" seminar held at Community Chest. From August 1st, 3rd, 23rd and 24th 40 children were given free screenings for dyslexic-like symptoms for attendance in the Literacy Network's Children's Basic Reading Program.

Goal #4 was to respond to the needs of learning disabled children and adults.

Four days of screenings were in conducted in August 1999 with 15 children with dyslexic-like symptoms, being screened for a possible position in The Literacy Network's Children's Basic Reading Program. In September 1999, two classes started at the Urban League with a third beginning in January 2000 at St. Therese School in Southgate, Kentucky. 9 children completed a 2-year reading program in May 2000. In August 2000 40 children were screened for classes to be held again at the Urban League and St. Therese School.

Through extensive newspaper advertising, provider alerts and radio support, seven adults with dyslexic-like symptoms were given free screenings to determine if they were

appropriate for adult classes that began in September 1999. Seven adults enrolled in Level II classes as a result of that screening. Screenings in January, February and August 2000 resulted in twenty-one adults being tested for classes that will begin in the fall of 2000 and winter of 2001.

Impact:

Five provider meetings were conducted with a total attendance of 62 people, sharing ideas and networking. The Network invited Dr. Steven Adamowski, Superintendent of Cincinnati Public Schools to attend the combination Board/Provider meeting held in May 2000. His attendance added a great deal to the discussions that followed.

Through the generosity of Time Warner Cable, "Time to Read" tutor training was again offered to Network providers November 5th and 6th with 26 prospective tutors in attendance.

$3,750 was donated directly to provider agencies from the proceeds of The Literacy Network's annual Recognition Lunch and Scripps Spelling Bee for Literacy. Over 300 adult learners, teachers and tutors were invited.

Two screenings of "GED 2002" was offered to providers, with a total of 15 provider members attending the viewing.

The Literacy Hotline service has served 395 prospective students and 394 prospective tutors and volunteers from August 12, 1999 to August 31, 2000. 249 information packets were distributed to those requesting information about literacy and to organizations needing services for their clients and employees.

Tutor training classes were held in August, September, October and November of 1999. In 2000, classes were held in January, February, March, April, May and August. A total of 123 prospective tutors were trained.

The Network maintained a free weekly listing in eleven local newspaper's volunteer section.

The Network offered four free screenings for twenty-eight adults with dyslexic-like symptoms.

In August 1999 Sharon Strunk and Kim Galati screened 15 children with severe reading problems for an upcoming class at St. Therese School in Southgate, Kentucky. 13 children began their 2nd year reading program at the Urban League in Cincinnati, Ohio.

In October 1999 8 children began a reading program at St. Therese School in Southgate, Kentucky.

In May 2000 9 children completed their 2nd year reading program.

In August 2000 42 children were screened for three new classes to begin in September and October.

Product or Training Developed:

1. Course outline and handouts for a basic 12-hour tutor training workshop.
2. The tutor-training manual has been updated and revised.
3. Monitor training manual for use with the Scottish Rite Dyslexia Reading Program.
4. Complimentary materials for student use in the Texas Rite Dyslexia Reading Program.
5. Questionnaires were developed by the Children's Basic Reading Program class coordinator and sent to parents and teachers to track progress, as well as information packets sent to teachers to inform them about the program that their students are attending.
6. Coordinators of the Children's Basic Reading Program developed a comprehensive information booklet for public awareness and potential funders.
7. Coordinators of the Children's Basic Reading Program developed an information packet to send to area public schools and to the Special Education Resource Center of Greater Cincinnati to make the schools aware of this program for their students.
8. Adult dyslexia coordinator selected assessment tools and developed a screening process for both adults and children with dyslexic-like symptoms.
9. The Literacy Line program directory allows communication and cross referral for all literacy programs, student and tutor use, and other community service agencies. Over 600 Literacy Lines were distributed from August 1999 to August 2000.
10. Time to Read Training – The Network offered two days of training in the Time to Read Program. 26 tutors were trained throughout the course of the two workshops.
11. Corporate Spelling Bee Information Packet

Products are Available From:

The Literacy Network of Greater Cincinnati
635 W. 7th Street
19 Broadcast Plaza
Cincinnati, OH 45203

Project Continuation and/or Future Implications:

The Literacy Network staff will continue to provide much needed service to the providers and community as described in this report. An adult dyslexia class will be starting in September 2000, with another scheduled for starting January 2001. Three children's

dyslexia classes are starting in September 2000 with a fourth to begin shortly after. Nine tutor training classes are scheduled from September 2000 to August 2001.

Conclusions/Recommendations:

Continue to support the operation of the LNGC office. The Network will continue to coordinate and unify activities through regular communication and service to the literacy provider and provide promotion of literacy in the community. We will continue to serve unmet needs of dyslexic adults and children.

Additional Comments:

The Network is grateful for the grant support offered by the ODE. This assistance is an important part of our program as it helps us to continue the services that we provide. We also are grateful for the assistance we obtain from the Southwest Able Resource Center, the OLRC and OLN as well as the many networking and training opportunities they offer.

Every year requests for assistance from adult learners, volunteers, adults and children with reading disabilities and providers increase every year. The Network plays an important role in pulling together a broad variety of diverse groups to impact literacy as we serve as a contact center for national literacy and adult literacy organizations.

Grant Recipient:	Maplewood Career Center
Grant Allocation:	$16,799.00
Project Period:	September 1, 1999 – August 31, 2000
Project Director:	Helen Jane Wilson 7075 St. Rt. 88 Ravenna, OH 44266 (330) 296-2892 or (330) 297-4418

Project Description/Purpose:

The overall purpose of this project is to further build capacity of the Portage County Literacy Coalition through increased community awareness, enhanced literacy services and expanded coordination and integrated service delivery. Specifically, this project will use the PCLC team to (a) increase awareness of literacy issues in the general community through marketing and recruitment efforts, volunteer and student recognition, advocacy and a quarterly newsletter; (b) support the transition of GED students into further employment or education endeavors; (c) centrally coordinate the intake process for Portage County adult learners; (d) facilitate training workshops for volunteer tutors and (e) promote interagency communication about literacy issues. The Project's primary outcome is an increased level of awareness and interagency coordination in literacy and support for Portage County adults.

The Portage County Literacy Coalition (PCLC) Team consists of representatives from Servisoft Corporation/Welcome Wagon, Robinson Memorial Hospital, Technology Consultant, Perez and Associates, Community Support Services, Maplewood ABLE, Portage Department of Human Services, Portage Metropolitan Housing Authority, Ametek Corporation, Optometrist, Portage County Government, Portage Private Industry Council, Portage County Board of MR/DD, Reed Memorial Library, Drug Free Workplace, Record-Courier newspaper and St. Michael's Church.

The Project will be staffed by a Coordinator, two (2) Career/Job Counselors, a Newsletter Editor, a Community Liaison, an Intake Coordinator, two (2) Volunteer Tutor Trainers, and a Secretary. The Portage County Literacy Coalition Board of Trustees and Executive Committee will be provided technical support.

Goal 1: Maintain and Expand Awareness of Literacy Issues, Needs, Programs and Services.

A written marketing and recruitment plan is in place, which includes the following entries: event, objective, target market, expected outcome, material required, timeline, completed.

fliers, brochures and poster have been distributed to all community agencies and organizations in the county. Direct mailings have been sent to Garrettsville, Mantua, Randolph and Streetsboro.

Ads, public service announcements, articles and human-interest stories have been placed in the County newspapers, Record-Courier and the PCLC Newsletter, School newsletters and Chamber of Commerce newsletters. The publicity covers literacy issues, volunteer tutor training, ABLE services and the PCLC 10th Anniversary Celebration.

Fliers and brochures with a monthly theme were distributed for display September 1999 through March 2000.

The window display case at Maplewood Career Center was maintained September 1999 through June 2000.

Developed and distributed a newsletter to the general community, agencies, organizations, businesses and families.

Participated in Ravenna On Display on May 5 and 6, 2000.

The 9th Annual Spelling Bee for Literacy, co-sponsored by the Record-Courier, was held on May 12, 2000.

Participated in the annual Ravenna Balloon A-Fair on September 18, 1999. The PCLC has an Easy-Up Tent for their display booth. Baked goods were sold and promotional materials and giveaways were available.

Planned, implemented and facilitated eleven (11) Portage County Common Good Linkage Team monthly breakfast meetings.

Participated at scheduled meetings where the PCLC is represented on the Portage-Geauga One-Stop Education Committee, Portage Metropolitan Housing (PMHA) Self-Sufficiency Advisory Committee, the Portage Area Transitional Housing (PATH) Advisory Council and the Even Start Advisory Council. If the Project Coordinator was unable to attend, a PCLC Board member attended.

Participated in the Portage County Career/Job Fair on April 13, 2000. The Job Fair was held at the Maplewood Career Center and was sponsored by the PCLC, PC Common Good Linkage Team, PC Health and Social Agencies and the Maplewood Career Center.

Monthly updates and the PCLC Newsletter information are provided to the PCLC web site. The information includes programs, services and literacy issues.

The Speakers Bureau has presented at a literary club, two (2) church groups, Rotary and PC Educational Services.

The Literacy Awareness Campaign will continue in the fall 2000. Due to the promotion for the Spelling Bee and the 10th anniversary, it was decided to continue our campaign in the fall.

New stationery with PCLC logo, fax number and web address has been purchased.

The recognition of students and volunteers was provided at the Spelling Bee on May 12.

The annual ABLE/GED Recognition Program was held on June 13 at the Maplewood Career Center.

Volunteers were recognized at the Annual ABLE/GED Recognition Program on June 13 and a Recognition Diner on June 19 provided by the Coalition.

The PCLC Newsletter features volunteer information in every edition.

Communication with local, state and federal elected officials regarding Adult Basic and Literacy Education programs and services are provided in the PCLC newsletter, the Balloon A-Fair, Job Fair, and were provided at the special 10th Anniversary Celebration of the PCLC in October 1999.

No responses have been requested from the PCLC to date from policy and decision-makers.

Goal 2: Maintain and Expand the Quality of Literacy Services Provided to Adult Learners and Their Families.

An hour of orientation prior to the workshop is provided for volunteer tutors. Three (3) fourteen-hour workshops to train Laubach certified volunteer tutors were completed in September 1999, January 2000 and June 2000.

A workshop on Learning Disabilities was presented on June 24, 2000 for staff and volunteer tutors.

The three (3) annual events to recognize volunteer tutors were held on May 12 at the Spelling Bee, June 13 at the Annual ABLE/GED Recognition Program and June 19, 2000, for the Volunteer Tutor Dinner.

The PCLC office is maintained 5 days a week. The phone line operates as a referral and information service. A feedback form is kept to check from where the referrals are coming.

Updated lists of literacy providers, related services and support services are available. The Portage-Geauga One-Stop web site is utilized. PCLC resources and marketing/recruitment materials are available.

The Career/Job Counselors have provided group and individual counseling and information about opportunities to pursue education and employment beyond the GED.

The Career/Job Counselors developed, implemented and facilitated the Job Shadowing Experience.

The largest barrier is providing a match between the students' requests and the businesses' availability to match the interest. We are working to address this problem.

A centralized intake process is provided for all learners.

Technology is being utilized through the ABLELink, PCLC web site and email.

Goal 3: Maintain and Expand Collaborative Initiatives, Which Results In More Effective Use of Resources.

Collaboration with the Eastshore Consortium continues.

The relationship and partnership with three (3) private sector supporters continues.

The PCLC project director, secretary or board member have attended all scheduled meetings of the Portage County Common Good Linkage Team, Portage-Geauga One-Stop, Portage County Council of Health and Social **Agencies, Portage Area** Transitional Housing (PATH) and the Portage Metropolitan Housing Authority (PMHA) and Even Start Advisory Committees.

Collaboration with Portage County Department of Human Services and the Portage Private Industry Council (PPIC) has been developed.

The PCLC applied for a grant through the GAR Foundation for technology support.

The link to the OLRC, OLN and NE ABLE Resource Center is maintained for staff development opportunities, resources and information about literacy issues. Resources are borrowed for PCLC use and information forwarded by the OLRC, OLN and Teacher Tidbits from the NE ABLE Resource Center is shared with the ABLE staff and the PCLC members.

The partnership with the Ravenna City Schools Even Start program is maintained.

Legislative and policy issues, as well as pertinent local events and activities are disseminated.

Soliciting opinions and ideas, as well as answering questions about literacy issues are addressed.

New members have been added to the PCLC Board of Trustees.

Interagency contracts were formed.

Funding to the PCLC for literacy was initiated by the Record-Courier, the only County newspaper.

A questionnaire to the members of the PCLC Board will be provided.

Project Outcomes:

Goal 1: Maintain and Expand Awareness of Literacy Issues, Needs, Programs and Services.

Fliers and brochures with a monthly theme were distributed for display September 1999 through March 2000.

September:	25 area doctors, veterinarians and dentists were contacted with 8 participating.
October:	20 area manufacturers were contacted with 8 participating.
November:	7 bowling alleys and roller rinks were contacted with 7 participating.
January:	All 1999 participants of Business for Literacy program were contacted and participated.
February:	7 area restaurants were contacted with 7 participating.
March:	16 beauty salons were contacted with 16 participating.
April:	Co-op with Record-Courier, county newspaper, to generate 26 signatures from PC residents.
May:	Promotion awareness and increased community involvement at Spelling Bee.
June:	Increase awareness of ABLE program and participant accomplishments. ABLE/GED Recognition Night.

The window display case at Maplewood Career Center was maintained.

September:	Tabletop display, window dressing, promotional materials with fall theme.
November:	Tabletop display, window dressing, promotional materials with holiday theme.
January:	Tabletop display, window dressing, promotional materials with millennium theme of stars and "Explore ABLE."
March:	Tabletop display, window dressing, promotional materials with theme of the "Annual Spelling Bee.
May:	Tabletop display, window dressing, promotional materials with theme of the "ABLE/GED Recognition Night."

Developed and distributed approximately 1500 copies of the PCLC Newsletters in fall 1999, winter 2000, spring 2000 and summer 2000 to the general community, agencies, organizations, businesses and families.

Contents include profile of PCLC Board Member, literacy supporters, student writings, ABLE news and literacy issues.

The 9th Annual Spelling Bee for Literacy, co-sponsored by the Record-Courier, was held on May 12, 2000. Eleven (11) teams of three (3) spellers participated with 154 community members in attendance.

Planned, implemented and facilitated ten (10) Portage County Common Good Linkage Team monthly breakfast meetings. On a scale of 1 to 5 with 5 the highest ranking, evaluations of the meetings ranked on the average of 4.5 for the speakers and meetings.

September:	Portage County Department of Human Services and Early Start 18 attended with average evaluation of 4.6
October:	Catholic Charities Center of Hope 8 attended with average evaluation of 4.6
November:	Coleman Professional Services 11 attended with average evaluation of 4.4
January:	Townhall II 11 attended with average evaluation of 4.6
February:	Tri-County Independent Living Center 14 attended with average evaluation of 4.0
March:	NE Ohio Community Alternative Program 19 attended with average evaluation of 4.4
April:	Children's Advocacy Center at Robinson Memorial Hospital 11 attended with average evaluation of 4.7
May:	Family and Community Services 13 attended with average evaluation of 4.5
July:	PC Commissioners 12 attended with average evaluation of 4.6
August:	Volunteer/Community Services for United Way 11 attended with average evaluation of 4.4

The Speakers Bureau presented at five (5) community groups, which reaped additional donations.

The annual ABLE/GED Recognition Program was held on June 13 at the Maplewood Career Center. At this time three (3) $100 savings bonds, a GED Scholarship, Certificates and Achievement and Attendance and awards to Outstanding GED recipient, Outstanding ABLE student and student speakers/testimonials were provided by the PCLC. A local bank contributed the savings bonds.

Thirteen (13) volunteers were recognized at the Annual ABLE/GED Recognition Program on June 13 and at the dinner on June 19, both provided by the Coalition.

Goal 2: Maintain and Expand the Quality of Literacy Services Provided to Adult Learners and Their Families.

Three (3) fourteen-hour workshops to train Laubach certified volunteer tutors were completed in September 1999, January 2000 and June 2000. Twenty (20) volunteer tutors were trained and certified.

A workshop on Learning Disabilities was presented on June 24, 2000 for staff and tutors. Eighteen (18) attended.

Three (3) annual events to recognize volunteer tutors were held on May 12 at the Spelling Bee, June 13 at the Annual ABLE/GED Recognition Program and June 19, 2000, at the Volunteer Tutor Dinner.

The PCLC office is maintained 5 days a week. The phone line operates as a referral and information service. A feedback form is kept to check from where the referrals are coming. The following summary covers September 1999 through June 2000.

9 referrals from local newspaper ads
5 referrals from local newspaper articles
23 referrals from fliers and/or posters
5 referrals from Department of Human Services
3 referrals from Portage Private Industry Council
29 referrals by a friend
19 referrals from past program participant
11 referrals from the Maplewood Career Center Adult Education brochure
1 referral from business

The Career/Job counselors have provided group and individual counseling and information about opportunities to pursue education or employment beyond the GED to 211 students.

The Career/Job Counselors developed, implemented and facilitated the Job Shadowing Experience with the following results:

63 students were contacted
59 students responded
168 businesses were contacted
28 businesses responded
2 students have participated with a positive experience

Other student contacts/services include the following:

118 students received information about opportunities to pursue education or employment beyond the GED
19 students were linked to post-secondary schools/training programs

13 students were linked to employers/employment
10 students gained employment

100% (716) of the new learners have participated in the centralized intake process provided for all learners.

Goal 3: Maintain and Expand Collaborative Initiatives Resulting in More Effective Use of Resources.

The PCLC is unsuccessful thus far in its attempts to involve the Kent ABLE program in the activities of the PCLC. One request came from the Kent ABLE Program for the Power Path assessment. There was no follow through from the Kent Program. It should be noted that Kent ABLE is now referred to as "The Six Compact ABLE Program" with strong affiliation to Summit County.

Collaboration with the Eastshore Consortium continues in the production and distribution of pencils, pens, bookmarks and Rolodex cards. This continues to be a very worthwhile collaboration of ABLE and Coalition resources.

The relationship and partnership with three (3) private sector supporters continues. The Record-Courier newspaper, Ametek Foundation and the Ravenna City United Fund, Inc., remain as strong annual supporters of the PCLC. The Kiwanis and Rotary clubs are additional annual supporters.

The PCLC project director, secretary or board member have attended all scheduled meetings of the Portage County Common Good Linkage Team, Portage-Geauga One-Stop, Portage County Council of Health and Social Agencies, Portage Area Transitional Housing (PATH), the Portage Metropolitan Housing Authority (PMHA) and the Even Start Advisory Committees.

Collaboration with Portage County Department of Human Services and the Portage Private Industry Council (PPIC) has been developed with contract to provide educational assessments monthly and a GED class twice a week at the PPIC site.

The PCLC application for a grant through the GAR Foundation for technology support was denied because Summit County proposals took first priority.

The link to the OLRC, OLN and NE ABLE Resource Center is maintained for staff development opportunities, resources and information about literacy issues. Resources are borrowed for PCLC use and information forwarded by the OLRC, OLN and Teacher Tidbits from the NE ABLE Resource Center is shared with the ABLE staff and the PCLC members.

The partnership with the Ravenna City Schools Even Start program is maintained. PCLC Project Director attended and participated in three (3) Advisory Council meetings.

Legislative and policy issues, as well as pertinent local events and activities are disseminated through the ABLE Advisory Council, Ravenna On Display, PCLC Board meetings and the PCLC 10th Anniversary celebration.

Soliciting opinions and ideas, as well as answering questions about literacy issues, are addressed at the PCLC monthly board meeting, Common Good Linkage monthly meetings and the Advisory Committee/Council meetings.

Four (4) new members have been added to the PCLC Board of Trustees.

Two (2) new interagency contracts were formed with Portage County Department of Human Services and the Portage Private Industry Council (PPIC).

Funding to the PCLC for literacy was initiated by the Record-Courier, the only County newspaper. A "Sign-On For Literacy" campaign was held in April 1999 and May 2000. Twenty-six signatures appeared in the Record-Courier.

A questionnaire to the members of the PCLC Board will be provided in November 2000 at the PCLC Strategic Planning Retreat.

Impact:

The *Career/Job Counselors* have received a great deal of positive feedback from students. This feedback has included many comments and personal contacts of appreciation for the help received and gratitude for the ongoing staff efforts to help meet the students' needs. We are often perceived to be the first to truly show interest and are about the students' success, which is humbling and certainly adds to our sense of commitment to meeting their educational needs.

Many of the students have demonstrated greatly improved goal setting and goal achievement, evidence of cognitive, social, and employability growth, and a higher level of effective information processing with positive follow-through. This has been measured both informally through observation and behavioral changes, and formally by assessing the increase in students obtaining employment and continuing to work toward post-secondary education. There is also a new sense of positive structure in some students' family lives as a result of their learning in this project. This is reflected in the students' reports of better organization in their personal lives and homes, seeking parenting education and budgeting help.

Our students are beginning to realize (with our assistance) that with Welfare Reform; the days of entitlement are over. As a result we are seeing a new degree of motivation in many of our most recent enrollees. Our task is to help these students learn to channel that motivation into concrete goal-setting and effective performance toward post-secondary education even though they will also have to enter the work force at the same time. Employers are requiring and urging employees to seek post-secondary education and employment skills.

The *Career/Job Counselors* have consistently received requests for further information concerning career training through personal and group counseling sessions, telephone calls, other personal contact situation, and through referrals from other students. This opens the door to new enrollees and the opportunity to assist more students. One (1) Career/Job Counselor also is an advisor for our Enrollment Center and sometimes incoming new students request career/job information in this manner.

One hundred percent (100%) of the literacy learners participated (with exception of the sheltered workshop participants) in the *Intake Process*. The learners appreciate the individual care, support and time given by the members of the team. Retention is improving. The learners are making informed decision about their goals, both short-term and long-term.

Many positive comments – written and oral – from readers of the *PCLC newsletters* plus recruitment of learners, volunteers and financial support have been received. With the increase in number of distributed newsletters, we are making a broader impact of awareness and services.

The speakers and attendees at the *Monthly Breakfast meetings* completed a brief questionnaire evaluating the meetings. On a scale of 1 (lowest) to 5 (highest), the questionnaire revealed 4.6 satisfaction with the topics being relevant to the needs of the group, 4.8 satisfaction with topics presented well and useful, 4.7 satisfaction with the presenters being knowledgeable and well prepared, 4.4 satisfaction with the materials and handouts, 4.6 overall rating of the meeting, and 4.0 overall rating of the facility/location.

The *Marketing and Recruitment Projects* expanded awareness of literacy issue and services as well as the recruitment of volunteer tutors and students.

The business for literacy theme for February was "Food for Thought" providing eighteen (18) mailings to grocery stores and restaurants with seven (7) participating (38%).

The business for literacy theme for March was "A Cut Above" providing thirty-nine (39) mailings to beauty salons and barbershops with sixteen (16) participating (41%).

Product or Training Developed:

PCLC Stationery
Breakfast Meeting Sign-In Sheets
Breakfast Meetings Evaluation Form
Interest Survey – Job Shadowing
Letter: Job Shadowing
Job Shadowing Experience Student Response Survey
Job Shadowing Experience Employer Response Survey
Contact/Participation Record; Learner
Contact/Participation Record: Business/Post-Secondary/ABLE/GED Completer

Counseling Record
Letter to GED graduates for follow-up assistance
Evaluation of Enrollment Process
Contact/Participation Record – GED Waiver
Teacher Conference
Marketing Plan/Grid
General Interest Survey
Numerical Survey
Log of Activities
Portage County Literacy News: Fall 1999, Winter 1999, Spring 2000 and Summer 2000
Marketing Feedback Form
Marketing/Recruitment Activities
Ads/marketing
PCLC 10th Anniversary
9th Annual Spelling Bee for Literacy

Products are Available From:

Helen Jane Wilson
Portage County Literacy Coalition
Maplewood Career Center
7075 St. Rt. 88
Ravenna, OH 44266
(330) 297-4418
FAX (330) 296-5680
Email: hjwilson_abe@hotmail.com

Project Continuation and/or Future Implications:

As the number of GED recipients continues to grow, building linkages between GED programs and post-secondary educational institutions will assume increasing importance. The first purpose of this proposed Adult Literacy Coalition grant would be to develop a transitional support mechanism and implement it on a systematic basis for pre-GEED and GED students in Portage County. The second purpose of this proposal will be to facilitate an intake process for all learners in order to enhance goal setting and decision making skills. The third purpose of this proposal is to continue to increase public awareness of literacy issues and activities in Portage County through the Portage county Literacy Coalition newsletter and expanded marketing efforts. The fourth purpose of this proposal is to strengthen and expand the recruitment, training and retention of volunteer tutors. The primary outcome will be an increased level of awareness and interagency coordination in literacy and support services for Portage County adults.

Conclusions/Recommendations:

In order to continue our efforts with retention, more letters will be send and phone calls made to follow-up poor attendance.

A Community Liaison will expand the marketing efforts of the Coalition.

Our PCLC is an integral part of the county ABLE program, providing support and assistance to expand and improve the literacy efforts in this community. The Coalition provides recruitment and training for the adult literacy volunteers, shares information with the entire community and determines the source and availability of additional resources to support literacy efforts as well as pulling together a variety of diverse people to impact literacy.

Additional Comments:

The PCLC thanks the Department of Education for the opportunity to be a part of the Planning and Coordination Grants. The funds we have received have made it possible to coordinate activities and develop the needed materials for awareness and recruitment. The Coalition will continue to coordinate county efforts, expand literacy services, increase corporate and community involvement, as well as recruit volunteers and students. Thank you for recognizing and supporting the planning and coordination of the Coalitions and their programs. We appreciate your support.

Grant Recipient: Medina County District Library

Grant Allocation: $14,060

Project Period: August 15, 1999 – August 31, 2000

Project Director:

Christine Gramm
Medina County District Library
210 S. Broadway
Medina, Ohio 44256
(330) 722-3167

Project Description/Purpose:

The primary goal of the Medina County Literacy Coalition in carrying out this grant was to create community-wide awareness of literacy issues, programs, and services.

Seven Coalition Committee meetings were held to coordinate activities (October 8, January 20, February 3, February 14, May 19, July 13, August 10).

Diane Morawski, Director of Project: Learn, coordinated the creation of a logo and theme by local public relations firm, Zebra Graphics—the coalition theme is "Lifelong learning for the 21st Century". She also coordinated the first Walk for Literacy event, which took place on the Medina Square on September 18, 1999.

The entire coalition team (Christine Gramm, Mary Ann Glasgow, Judy Leuthaeuser, Diane Morawski and Barbara Pfahl) worked with Dr. John Bee, University of Akron, to create and conduct a random sample telephone survey to determine service needs, attitudes, and awareness of literacy services in Medina County. Coalition members and volunteers completed 388 calls from February 24-28, 2000.

Christine Gramm, Medina Branch Manager, Medina County District Library, ensured that information about all Literacy Coalition Members and their services appears on the Medina County District Library's Infolink Information and Referral web page.

A laptop computer and presentation software were purchased in June 2000. Christine Gramm conducted a training session for agency staff on June 23.

Four training sessions for Coalition staff were held to promote collaboration, sharing, and cooperation among agency staff. Three sessions were held at the Medina County District Library and one session was held at the Wadsworth Library during August 2000.

Judy Leuthaeuser, Public Services Administrator, Medina County District Library, coordinated the design and placement of displays near the entrances of six library facilities in Medina County during August 2000.

All coalition members contributed content to the first Literacy Links newsletter, which was created by Paula Banks, Community Relations Coordinator, Medina County District Library. The newsletter was distributed to 60,000 households in Medina County during the week of August 20.

Project Outcomes:

The Walk for Literacy event attracted 100 participants. Six agencies participated by providing displays and activities. The Medina Gazette and the Medina Sun newspapers covered the event.

The random telephone survey involved more than 35 volunteers who completed 388 calls. One of the principal findings of the survey indicated that 46% of all respondents said they had seen or heard of services to promote adult literacy.

The Infolink web page, where literacy information is listed, had 2042 hits between January and August of 2000.

95,555 people, who passed through library doors in Medina County during August, 2000, saw displays about literacy services and volunteer opportunities. The daily door counts for the five Medina County District Library facilities totaled 74,936 in August. Wadsworth Library totaled 20,619.

66 staff members attended 4 training sessions on literacy programs and services available in Medina County. 27 attended 3 sessions at Medina County District Library and 39 attended one training session at the Wadsworth library.

60,000 Medina County households received copies of the Literacy Links newsletter in their local papers during the week of August 20, 2000.

Impact:

Although the full impact of the activities from year one of the coalition grant are not yet evident, initial impact includes:
-Survey results have been useful for agency and coalition planning
-Newsletter has resulted in inquiries about volunteer opportunities
-Staff training has improved awareness of literacy services by library staff
-Walk for Literacy improved visibility of literacy efforts in Medina County
-Literacy services on the web page makes information available 24 hours a day

Product or Training Developed:

Literacy Coalition logo and theme: Lifelong Learning in the 21st Century
Medina County Literacy Links newsletter
Medina County Literacy Coalition Awareness Survey Results
Literacy Displays

Products are Available From:

Samples available from:

Christine Gramm
Medina County District Library
210 South Broadway
Medina, Ohio 44256

Project Continuation and/or Future Implications:

The Medina County Literacy Coalition has applied for a continuation grant for FY 2001. The Literacy Walk will be held again in 2000. Brochures on literacy services will be created and distributed to 25 local agencies. Presentation to community groups, utilizing the laptop computer and presentation software, will begin in 2000. A second Literacy Links newsletter will be distributed to 60,000 households countywide in spring 2001. The Coalition members will staff at least 3 countywide community events. Billboard advertisements with information about literacy services are planned for March 2001. A follow-up telephone survey to assess the impact of our efforts is planned for spring 2002.

Conclusions/Recommendations:

The first year of Medina County's Literacy Coalition was a success, as judged by coalition members. Our coalition committee members worked well together. Our timeline changed and more of our projects took place later in the year because planning took more time than we anticipated. We lost coalition member Mary Ann Glasgow, Coordinator, Adult Basic and Literacy Education, who took a position in another county. Tess Yurik, who has become a valuable team member, has replaced her. Our telephone survey took a great deal of time and effort on the part of staff and volunteers who completed the calls over a four day period in February. The production and distribution of the newsletter to over 60,000 households was the most gratifying project, since many people responded with requests for service and inquiries about volunteer opportunities.

Additional Comments: None

Grant Recipient: Ohio Literacy Network

Grant Allocation: $30,000

Project Period: September 1, 1999 – September 30, 2000

Project Director:

Karen Scheid
Ohio Literacy Network
1500 West Lane Avenue
Columbus, OH 43221
614-486-7757

Project Description/Purpose:

The director of the project is Karen Scheid. Laura Heber serves as coordinator of the GED on TV component. This past year, the services of VISTA Valerie Toliver assisted the project and Edie Poling of the OLN staff also assisted in the summer months when that activity level for the GED on TV project was high.

The purpose of the project is to provide a statewide adult literacy information and referral project, to make the GED on TV series available to as many adult learners in the state as possible, to conduct awareness activities aimed at the public and policy makers, and to convene the leadership of literacy coalitions for the purpose of promoting collaborative efforts.

The project is conducted under the guidance of the OLN Board of Trustees. Board meetings were held the third Fridays in November, in 1999; the third Fridays in February, and August, in 2000; and the third Thursday of May in 2000.

Project Outcomes:

Goal I

The statewide information and referral project was supported this year by this ODE grant and by private funds from Chase Manhattan Mortgage ($4,000), the Ohio Electric Utility Institute ($1,000), and Nationwide Foundation ($3,500). In addition, funds received the previous year from Honda of American ($13,500) were also utilized during this project year. Public awareness activities conducted during this past year included:

Distribution of two scripted public service announcements;
Distribution of two press releases;
Distribution of Pick a Partner. Literacy Is a Friend for Life posters and bookmarks to bookstores and libraries;
Distribution of easy-to-read brochures for parents aimed at helping them be more involved in their children's schooling in general and reading and math development;
Preparation of brochures targeted to school personnel urging more parental involvement

and caregivers promoting early learning activates;
Preparation, with the Secretary of State's office, and distribution of an easy to understand voter information guide;
Prepared and organized dissemination of materials for educating elected officials about adult literacy services and needs;
Prepared brochures to help local literacy programs assist adult students with learning disabilities;
Referred 487 potential adult learners (in addition to GED inquiries) and 81 potential volunteers to local programs.

Goal II

The 2000-2001 version of the Directory of Ohio Adult Literacy Programs has been produced. Distribution will take place at meetings and in response to mail, telephone, and e-mail requests.

Three issues of the Literacy Communicator and 12 issues of OLN MemberNews were disseminated. These organizational communications help keep the field informed about issues and topics of relevance and interest.

Goal III

The GED on TV project currently involves six PBS affiliate stations, two community access stations, and one school system station. Two additional schools systems (Canton and Dayton) have inquired about utilizing the series since we now hold and statewide license and stations involved do not need to purchase their on license agreement.

Between September 1, 1999 and August 31, 2000, 2502 GED on TV inquiries were processed by our office. Promotional activities continue to be handled by some stations, but increasingly that task is being turned over to our office. We have noticed a leveling off and in some cases decreases in inquiries in some regions where the series has aired through our project for a few years. Other states with GED projects have indicated that this is a typical occurrence. While we still rely heavily on television advertising, we have begun to experiment with awareness activities in order to reach others who may have missed our messages in the past. We have tried urban and country and western radio; direct mail to potential learners through The Home Energy Assistance Program; school carry-homes; and mailing to third parties (libraries, human service workers, etc.). Our goal is to maintain an effective marketing mix within our budget constraints.

Goal IV

Coalition directors attended four meetings. One of those meetings focused on planning Meet Your Legislator Day. All coalitions were represented on that day. During the course of the project year, OLN VISTA Volunteers were placed at each of the major city coalitions as well as Clark County Literacy Coalition.

Goal V

Meet Your Legislator Day was an event held on April 13, which brought together staff from coalitions and adult basic and literacy programs and adult students in Columbus. The purpose of the event was to education members of the Ohio General Assembly about adult literacy issues and program needs and services. Materials were prepared for participants to use during their visits. The offices of all state senators were visited as well as the offices of two-thirds of the members of Ohio's House of Representatives.

Impact:

It is becoming increasingly difficult to differentiate calls for GED from other adult learner calls to our 800 number. We treat all calls similarly. That is, anyone calling our office is provided information about all instructional options. Unless there is a problem doing so, we will begin to record all learner calls as GED inquiries and enter them into our GED database. We will continue to maintain a separate database for volunteers.

During the 9/1/99-8/31/00 period, 2502 GED calls were received, distributed by region as follows:

Central:	549
Northeast	896
Northwest	485
Southeast	267
Southwest	305.

Again we submitted the SS#'s from the GED on TV callers for whom we had this information, to the Ohio Department of Education's IMS office. Data matching with GED test office data indicated that 140 individuals who called our office received their GED.

Of the 568 calls that we can clearly identify with other awareness activities, 487 were from learners and 81 from potential volunteers.

Product or Training Developed:

The 2000-2001 Directory of Ohio Adult Literacy Programs has been developed. Other products developed relating to components of this project and currently available are: A directory of resources to help programs help learning disabled students; bookmarks and posters with the theme, Pick a Partner: Literacy is a Friend for Life; an information packet utilized during Meet Your Legislator Day.

Products are Available From:
Karen Scheid
Ohio Literacy Network
Columbus, OH 43221

Project Continuation and/or Future Implications:

We are currently continuing activity on the activities addressed in our project from this past year.

Conclusions/Recommendations:

We continue to attempt to attract the two other PBS affiliates in the state to our GED on TV project, however, we have little hope that either will join at this point. We are seeing an increased interest among school system stations in the series since we secured a statewide license. We have always tried to point out the importance of the series as an adjunct to regular classes as well as a stand-alone option. We hope that we will be able to interest more school systems in utilizing the series to reinforce its classroom ABLE instruction.

Increasingly, we are merging our GED on TV awareness with the general ABLE awareness activities. It just makes sense to do so since all our instructional options are presented to general callers as well as GED on TV callers.

Additional Comments: None

Grant Recipient: Sinclair Community College (Project READ)

Grant Allocation: $16,779

Project Period: September 1, 1999 – August 31, 2000

Project Director:

Susan Bodary
Sinclair Community College
444 West Third Street
Dayton, Ohio 45402 – 1460
(937) 512-5123

Project Description/Purpose:

The Project READ Coalition is an organization of adult education and literacy providers in Montgomery, Greene and Preble Counties, as well as other local stakeholders, who work to achieve goals together that they cannot achieve individually.

Project READ's goal is to engage coalition members and others in the community in activities that support student and volunteer recruitment, raise community awareness of the critical nature of literacy and basic skills issues, and seek solutions to the challenges literacy providers face. Project READ also strives to affect the achievement of social concerns such as workforce development, poverty, and strong families through literacy. Literacy providers as a group, as well as the community, benefit from a unified vision and action plan.

Project Outcomes:

Project READ was extremely successful during this grant period. Following is an assessment of progress on the stated goals for FY00.

GOALS	MEASURABLE OBJECTIVES	OUTCOMES
Create community-wide awareness of literacy issues, program	Increase in Helpline calls of 11% (student inquiries) and 7% (volunteer inquiries) by 2002	Student inquiries increased from 922 to 1,129 calls this year for an increase of more than **22%.** Volunteer inquiries increased from 243 to 1,140 calls this year for a phenomenal increase of nearly **470%.**
Develop and promote a consistent and credible theme for literacy.	Promote EFF concept with activities targeted in 2001 and 2002	NA this year

Conduct campaigns to recruit potential volunteers and adult students.	Helpline increases of 11% (student inquiries) and 7% (volunteer inquiries)	Student inquiries increased from 922 to 1,129 calls this year for an increase of more than 22%. Volunteer inquiries increased from 243 to 1,140 calls this year for an increase of nearly 470%. Through unique arrangements with local media outlets, Project READ was able to secure significant resources to implement the recruitment campaign. These resources included: • $80,000 in free print advertising from the Dayton Daily News (for calendar 2000) • Nearly $18,000 from Dayton Power & Light to pay for cooperative advertising on television, in the newspaper, and REACH magazine. • $5,000 from EDS to pay for volunteer recruitment advertising on radio • Created special arrangement with WHIO Channel 7 TV, WHIO/WHKO radio and Clear Channel Communications (radio) whereby they sold cooperative space on our behalf to corporate clients. These ads were used to recruit volunteers for literacy programs. Samples of some of the print ads included in Attachment A. Samples of the radio and TV ads are available upon request.
Promote collaboration, sharing, and cooperation among all adult basic and literacy education providers.	Positive interagency working relationships among providers of adult and family literacy services in each year A minimum of 25 representatives from adult and family literacy organizations will attend 10 meetings per year designed to meet information needs. Fifty percent of coalition representatives responding to an annual member survey will report a greater knowledge of services provided by and resource available to member agencies. Twenty percent of respondents to an annual coalition member survey will report having identified new opportunities for collaboration as the result of the	Have created relationships with Kids2000, STARS, Boys & Girls Clubs of Dayton, and Westminster Presbyterian Church. 10 Coalition Meetings were held this year. Not done this fiscal year. A full strategic planning process was completed in January 1999 that has guided the coalition through this fiscal year. A members' survey will be conducted next year.

	membership on the coalition.	
Create and/or participate in coalitions with other community agencies and organizations that serve adult learners and their families.	Project READ will purposefully conduct activities to expand, enhance, and integrate adult basic and literacy education services with work force development, family education, and welfare reform. Two new inter-agency collaborative partnerships will be formed by the end of each program year.	Project READ has advanced this goal considerably through the following: • Increased our involvement with Learning Links by increasing our VISTA Volunteer's time there to one full day week from 1/2 day. • Secured a seat on the Adult Education Council of the Workforce Policy Board for Montgomery County • Member of the Self-Sufficiency Task Force in Montgomery County • Member of Dayton's National League of Cities Leadership Group and Career Path Work Group • Linked with the Miami Valley Competency Profiling Project to provide adult learners access to professional work assessments, training and career counseling • Project manager for Miami Valley READS, the local component of Governor Taft's OhioReads initiative, that includes partnerships with 42 schools, 65 businesses and over 1,200 volunteer tutors. • Worked with Ohio Literacy Network on issues of common concern and attended the coalition meetings in Columbus. • Participated in the Youth Volunteer Recruitment Project with and attended the August meeting of the National Alliance of Urban Literacy Coalitions (NAULC) in San Antonio, TX. • Conducted a Literacy Summit 2000 follow-up meeting in concert with the National Institute for Literacy (NIFL) and NAULC efforts.
Increase activity in Greene County in the year 2000 to improve services to current member (Greene County Career Center) and to attract	Convene meetings and initiate activities among literacy providers and key people in Greene County to discuss and create opportunities for providers to access coalition resources to meet their students' needs.	The READing Festival was held in Greene County and their organizations were given information tables there. Two meetings were held with the Greene County Literacy Task Force of the Family and Children's First Council of Greene County. As a result, we have scheduled a Greene County Literacy Summit to be held in October. All Greene County literacy

new members in Greene County in subsequent years		providers for children, adults and families have been invited to attend. Project READ will facilitate the two-hour discussion. A decision on how to move forward will be made based on the outcomes of that meeting.
Maintain a listing of local adult basic and literacy education service providers, youth literacy programs, and other related service providers and serve as a clearinghouse for information about literacy issues.	Compile and share information through the Helpline on local adult basic and literacy education services and update the listing at least quarterly or whenever we become aware of changes. Compile and share data concerning the inter-relatedness of literacy and other social concerns through the media, our web site, and other venues. Advertise to coalition members the availability of local, state and national data for grant writing, and publish such data on our web site.	See Attachment B, the program information chart. Some of this information is currently located on the Project READ website. This year we created a completely stand-alone site with our own domain name: *www.project-read.org* . We also secured a technology partner, B-Tek Group, to serve as our host and web master. They are doing this at no charge to Project READ. From the time the new site was introduced in February through the end of May, it received over 1,000 unique visitors. Pieces of the site are currently be redesigned and additional links created. Grant information is currently shared through the coalition meetings and member email advisories, and will be included in a special section of the web site in the future.
Establish relationships with the private sector resulting in the securing of additional direct or in-kind support for adult literacy initiatives.	Maintain and improve relationships with businesses through the Mayor's Commission on Adult Literacy and area Chambers of Commerce. Secure free advertising space from the media to promote literacy and our corporate sponsors.	Project READ organized and hosted 2 Mayor's Commission Meetings this year. Project READ has significantly increased our work with the Dayton Area Chamber of Commerce through the Miami Valley READS initiative. Phil Parker (president of the chamber) and Jerry Tatar (President and CEO of the Mead Corporation) are Co-Chairs for this effort. The chamber has been instrumental in helping to secure 65 businesses and organizations to provide volunteers as well as in-kind and financial resources to support this effort. Miami Valley READS has raised over $100,000 towards the $165,000 needed to support this project. These funds have come exclusively from cooperate and private foundation donations. Project READ has been able to secure the following free advertising space this year: • $80,000 in free print advertising from

		the Dayton Daily News (for calendar 2000) • Nearly $18,000 from Dayton Power & Light to pay for cooperative advertising on television, in the newspaper, and REACH magazine. • $5,000 from EDS to pay for volunteer recruitment advertising on radio • Created special arrangement with WHIO Channel 7 TV, WHIO/WHKO radio and Clear Channel Communications (radio) whereby they sold cooperative space on our behalf to corporate clients. These ads were used to recruit volunteers for literacy programs. Samples of some of the print ads are attached. Samples of the radio and TV ads are available upon request.
Secure grants and other support from government agencies and other non-profit sources.	Project READ will continue to develop and implement a plan for financial stability that respects the interests of member literacy providers.	This past year Project READ secured multi-year commitments from several private foundations and is laying the groundwork for an annual giving appeal.
Sponsor volunteer and learner recognition events.	Plan and hold the annual GRIMMY Awards to recognize outstanding literacy achievements by students, volunteers and businesses.	All area literacy volunteers were invited to attend GRIMMY Awards 2000. 385 people attended this breakfast event featuring keynote speaker, Governor Bob Taft. This is a three-fold increase in the size of this event. Many city, county and state officials as well as high-level business leaders attended. The event was free to all that attended through the generous $12,000 sponsorship of DP&L.
Communicate with elected officials and other decision-makers to advocate for sound policy decision related to adult basic and literacy education programs, services, and procedures.	By year-end 2001, the coalition will influence policy involving key adult and family literacy issues, such as funding for literacy programs, workforce development, learning disabilities, poverty reduction, and accountability measures as prescribed by the Workforce Investment Act. At least two position papers will be written by coalition representatives and submitted to targeted policy makers before year end 2001 At least three requests from policy makers for input and/or	Key groundwork toward these goals was laid this year. • Participated in OLN/OAACE's Meet the Legislators Day in April • Established a close working relationship with the Governor's Office and OhioReads and continue to collaborate on the statewide recruitment of volunteers for literacy programs • Participated as a member of the Adult Education Council of the Workforce Policy Board in Montgomery County • Invited city, county and state officials to participate and attend key events and meetings • Held a Literacy Summit in concert with the NIFL effort in June to which local policy makers were invited to

	expertise from the coalition will be made before year end 2001	participate
Operate a hotline to refer potential volunteers and learners to appropriate local programs.	Project READ will generate monthly reports detailing: • The number of volunteer and student calls handled by the Helpline • The source of referral for each caller • The place the caller was referred, and • The zip code of the caller Project READ will keep an up-to-date listing of adult education programs, including locations, class times, enrollment process, and contact person.	See Attachment C.a sample of the monthly report. See Attachment B adult program information chart.
Collect and analyze information that will assist local programs to determine service needs and to develop plans for meeting those needs.	Contained in other goal areas	

Impact:

The impact of Project READ's work in the community has been significant this year. The awareness for literacy education in our community has increased significantly due directly and indirectly to project READ. There is a great amount of attention being paid to children's' literacy issues due to state programs and proficiency tests. Through a series of carefully planned moves, Project READ has been able to use this agenda to the advantage of literacy programs and used the situation to put the concept of literacy as a "cradle to grave journey" in the forefront.

Miami Valley READS, the local implementation of Gov. Taft's OhioReads initiative to help K-4th graders improve their reading skills, has served as springboard for over 65 local companies and organizations to become involved in literacy. This group is learning that literacy issues touch not just the children of the program, but their parents and other family members as well. Over 1,200 people have signed on to be volunteer literacy tutors for elementary schools in Montgomery County since February. They are becoming a part of the larger world of reading and basic skills.

The impact of this on Project READ has been very positive. These companies are learning about literacy, workforce skill issues and gaining confidence in Project READ. This is important for the long term health of the organization and our future ability to create collaborative programs that serve even more learners on a wider basis than ever before.

Product or Training Developed:

Through the Miami Valley READS program, there are now two training modules available to volunteer tutors working with young people. They have been wholly developed and conducted by the Miami Valley Literacy Council and funded through Miami Valley READS. Volunteers attend this training at no cost.

The new Project READ website is a product that can be accessed by the public to learn more about local literacy efforts.

Products are Available From: NA

Project Continuation and/or Future Implications:

Project READ took a calculated risk by becoming intimately involved with the OhioReads effort. There was some fear that this would divert resources or lesson our ability to serve adult students and recruit volunteers to work with them. However, there was also grave concern that if another entity conducted this work, Project READ would be left behind, resources would flow to a different organization and we would not be able to create a balance between programming for children, families and adults. To our great satisfaction, it is working out beautifully. Our numbers for volunteers to help adults as well as children have increased significantly, we have established outstanding collaborative efforts with many new partners and have become a more visible champion for the cause of literacy and basic education. As a result, our credibility in the business community has increased significantly this past year.

The implications of this for the future are very good, indeed. We are building relationships with new funding organizations, laying the ground work for collaborative projects that will serve learners and literacy organizations in the coming years and becoming a more vocal partner at the table for social and workforce issues in the county.

Project READ will continue to be a strong force working for the betterment of our members, learners and volunteers. In Greene County, in particular, there is an opportunity to assist in strengthening the way providers link together. Project READ will also work closely with the state GED office to promote the GED test dates this year, in advance of the new test introduction in 2002.

Conclusions/Recommendations:

The strong volunteer leadership of Project READ and the tradition of collaboration have borne new fruit this year. The staff leadership of Karla Hibbert-Jones working in concert with volunteers, placed the organization in a unique position to take advantage of the incredible opportunities that presented themselves this year. Given the approach and vision of the coalition membership, Project READ will continue to be a strong force in the community.

Additional Comments: NA

Grant Recipient: Union County Commissioners

Grant Allocation: $16,771.00

Project Period: September 1, 1999 to August 31, 2000

Project Director: Cheryl Hagerty
Literacy United
232 North Main Street Suite B
Marysville, OH 43040
(937) 644-2796

Project Description/Purpose:

The purpose of this grant was to improve and expand, and coordinate services to meet the literacy needs of Union County.

December 1999 – Meeting of the Literacy United Coalition. Melissa Swan-Taylor and Cliff Treyens of Taylor-Made, Inc. met with the members of the coalition to discuss possible marketing strategies.

January 2000- Members of Literacy United were surveyed to determine the needs for literacy services, barriers to services, and ways to share the message about services available.

February 2000- Tutor training held at West Central Correctional Facility.

April 2000 – Survey results and marketing plan shared with Literacy United members. Tollfree number is obtained.

June 2000 – New marketing firm hired, Lorz Communications, as previous firm is dissolved, as principal owner becomes chief of staff for Columbus City Council

July 2000- Revised marketing plan is developed by Cliff Treyens.

August 2000 – Publicity plan for ABLE Recognition Program and Graduation is implemented with several newspaper stories, including article in the Columbus Dispatch. Letters are mailed to over fifty community members explaining Literacy United and asking their favorite reason to read. Results will be used in publicity regarding International Literacy Day.

Project Outcomes:

Fourteen volunteer tutors were trained through the training at West Central Community Correction Facility. Thirteen are residents and one is a non-resident.

Volunteer tutor is matched with low level student and they meet until June when student moves from area.

Literacy United is included in the Community Services Directory distributed to all social service agencies in Union County.

Newspaper coverage increased and an excellent relationship has been established with the local radio station staff.

Impact:

The participants evaluated the training presented at West Central. The ideas and activities presented were ranked either as a 4 or 5 on a scale of 1 to 5. Overall the participants considered the training to be either a 4 or 5. The trainers, Cheryl Hagerty and Donna Albanese were rated either with 4's or 5's.

The media campaign of Reasons to Read was an excellent way to involve the community in an awareness of the importance of reading.

Product or Training Developed:

The training used was a variation of the LVA Tutor Training model with a learning disabilities piece added.

Products are Available From:

Cheryl Hagerty, Coordinator
Literacy United
232 North Main Street Suite B
Marysville, OH 43040

Project Continuation and/or Future Implications:

The Reasons to Read campaign resulted in a front-page article with colored photo in the Marysville Journal Tribune.

Literacy United is currently embarking on a recruitment campaign of volunteers. The present approach will be sending a notice to churches to be included in the church bulletin.

Another volunteer training will be held at West Central Community Correctional Facility. Current residents who were not there last winter have inquired about the availability of such training. Some of the trained residents were used as in-house tutors during their stay at the facility. It is the optimistic hope that some may volunteer in their home communities upon release. But a more realistic impact as voiced during the training is the assistance these fathers can now provide their children.

The volunteer trained last winter has recently been matched with an ESOL student and is currently meeting with this student on a weekly basis.

Literacy United will be supporting the Marysville Public Library Harry Potter Family Night as one of our family literacy activities.

Literacy United has relocated, along with Union County ABLE, to the Marysville One-Stop Employment and Training Center. The ABLE/GED Learning Center serves both the daytime clients (Union County ABLE) and evening clients (Ohio Hi-Point Career Center). Literacy United provides the scheduling of intake for both time slots and follow-up postcards.

Conclusions/Recommendations:

Admittedly, not all that had been hoped for has been accomplished. The multiple responsibilities of the coordinator and the change in marketing firm probably were the most limiting factors.

However, something very positive has happened. The evening class has had more students enroll in the month of September 2000 than there were enrolled from January to August when the program was located at the high school.

ABLE also has a major place at the WIA table as the Union County ABLE has been named as one of the One-Stop Operators in Union County. As the coordinator is one and the same for both programs, all ABLE programs are well represented in the many aspects of the workforce development in Union County.

Additional Comments:

It is important that new grants have a period of time to develop. Doing things in a coordinated manner takes time, sometimes much more than anticipated. But the result of everyone working together provides a better quality service for all participants.

Evaluation Design Project

Grant Recipient: The Ohio State University Research Foundation

Grant Allocation: $120, 000

Project Period: September 1, 1999 – August 31, 2000

Project Director: Susan Imel
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210

Project Description/Purpose:

The overarching goal of the Evaluation Design Project for FY2000 was to continue designing an evaluation system that collects data for accountability and continuous improvement for the ABLE programs in Ohio. The guiding principles for this system are 1) work collaboratively with the field and 2) provide direction to stakeholders in making decisions.

In FY2000, Susan Imel served as Principal Investigator and Project Director. She ensured a valid and reliable evaluation system was being developed. Cynthia J. Zengler served as Project Manager. Her duties included serving as the initial contact for the evaluation design project for ABLE professionals from Ohio and other states, managing the daily activities of the project, reviewing the project budget, and creating and revising data collection instruments for the evaluation project. Lynn Reese was Project Associate assigned to the project. Her responsibilities included managing the advisory committee, writing and editing reports, writing and editing reference materials, participating on the special project committees, and conducting research as needed.

Project Outcomes:

The project staff completed many tasks as well as supported the efforts of the State Leadership Team. The following are the outcomes of the team's efforts.

A. **Staff Evaluation Guide**
As part of an overall evaluation design, a Staff Evaluation Guide was developed to offer programs a resource for staff evaluation. The Guide includes suggestions for developing policy and instruments (including sample instruments). The Guide also includes suggestions for multiple ways of evaluating staff and resources for further study. It was developed in conjunction with the project advisory committee and a task force of ABLE practitioners.

B **Indicators of Program Quality Resource Guide**
The Guide is a collection of effective practices contributed by Ohio ABLE program staff to assist in the implementation of the quality indicators. The Guides were distributed to the directors of all state instructional grants at the State Directors' meeting in October 1999.

C. **Report from State Directors' Meeting**
A report based on the evaluations completed by the attendees of the Directors' meeting was prepared and presented to ODE ABLE State staff.

D. **Strategic Planning**
The Evaluation team continued to assist the ODE ABLE office in planning for changes in their operational structures that will increase efficiency and enhance services to the field. The team co-facilitated at each meeting, prepared the agendas, and compiled notes for distribution to participants. In addition, the team is involved in developing a planning structure that supports accountability and continuous improvement for the ABLE office.

E. **Special Projects**
The Evaluation team attended the following project meetings and trainings: ESOL, O-PAS, Retention, and Workplace. Observations regarding impact to ODE ABLE programs were collected and reviewed by the team and presented to ODE state office as needed or requested.

F. **Advisory Committee**
The Evaluation team continued to consult with practitioners in addressing the scope of work. The committee is comprised of representatives from each Ohio ABLE region, the Resource Center Network, and an ABLE Regional consultant. The committee's role was to provide guidance and assistance to the Evaluation Project in implementing the scope of work.

G. **O-PAS Development**
The Evaluation Project team supported the ODE ABLE State office in meeting the requirements of the NRS. This task included participating in O-PAS committee meetings and attending and assisting with O-PAS teleconferences

H. **Technical Assistance**
As part of the team's scope of work, technical assistance was offered to the ABLE office in a variety of ways. Assistance in FY00 included creation of a rubric for use with the Program Quality Enhancement grants, attendance at state and national Department of Education meetings, research on various topics, and preparation of graphics.

I. **Uniform Portfolio System (UPS)**
The Evaluation Project team developed and delivered the initial training for the Uniform Portfolio System throughout the state. This training was conducted in conjunction with ODE and the regional resource centers.

Impact:

To ensure the focus remains on accountability and continuous improvement, the project staff consulted with an advisory committee representing a variety of ABLE programs to serve as the voice for ABLE students and ABLE staff. In addition, the team participated in special projects and strategic planning to better gauge how local programs view the connections between accountability and program performance. Those insights helped guide the scope of work for the Evaluation Design Project. Additionally, each of the reports prepared by the project was used by the ODE ABLE State office in planning and implementing program activities.

Product or Training Developed:

A. **Indicators of Program Quality Resource Guide**
The Guide is a collection of effective practices contributed by Ohio ABLE program staff to assist in the implementation of the quality indicators. The Guides were distributed to all instructional programs at the Fall 1999 State Directors' Meeting.

B. **1999 Directors' Meeting Report**
The report contained results of the evaluation forms completed by the attendees of the Directors' Meeting and was given to the ODE ABLE State staff for their use.

C. **Strategic Planning Documents**
The team provided the ODE ABLE state staff with strategic planning documents to assist in planning services for the ABLE program in Ohio.

D. **Meeting Observations**
The team provided ODE ABLE State Staff with observations from the various meetings such as the literacy summit, resource center network meetings, and the special projects.

E. **Staff Evaluation Guide**
The Guide provides a resource for local programs for developing policy and instruments (including sample instruments) for staff evaluation.

F. **Training**
The team has created training for the UPS system to assist local programs in the implementation.

Products are Available From:

Ohio Department of Education
Adult Basic and Literacy Education
25 South Front Street – 4th Floor
Columbus, Ohio 43215-4183

Project Continuation and/or Future Implications:

The Evaluation Design Project will continue in the development of a comprehensive evaluation system that addresses the performance measures and the implementation of Ohio's accountability system (O-PAS).

Conclusions/Recommendations:

The ODE ABLE Evaluation Design Project was charged with providing a consistent and comprehensive system for collecting data that describes and measures the impact of Ohio's ABLE system. In FY00, the project focused many resources in assisting the ODE ABLE State staff in implementing O-PAS and in developing further the evaluation system. As the focus of the evaluation project extends to other structures within the ABLE system, changes and adjustments can be anticipated in this dynamic, design process.

Additional Comments: Requests for technical consultation by the ODE ABLE State Staff throughout the grant year resulted in some objectives described in the FY99 grant proposal not being met. Negotiations were completed between the project's principal investigator and the ABLE state director regarding tasks that could be reprioritized during this grant year. Objectives still needing attention appear in the FY01 scope of work as agreed upon by ODE ABLE and the project team members.

For the Common Good

Grant Recipient: Ohio State University Research Foundation

Grant Allocation: $10,000 (For the Common Good Portion)

Project Period: September 1, 1999 through September 31, 2000

Project Director:

Susan Imel
Center on Education
and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-8606

Project Description/Purpose:

The "For the Common Good" project began in 1990; it's purpose is the development of collaborative, interagency linkages at the state and local level. Throughout its history, it has encouraged the development of local interagency linkage teams throughout Ohio. Approximately 45 teams have been formed over the course of the project. The "For the Common Good" project meets the needs of communities by offering strategies and tools that community-level organizations, including local ABLE providers, can use to develop and/or enhance their interagency collaborative efforts. These collaborative efforts can lead to better coordination of local services, reduction of service duplication, maximization of local resources, and higher quality of overall services to at-risk families. Unless the local linkage teams formed through the project receive support, however, they may lose their effectiveness. A follow-up report of teams conducted in 1997, for example, provided evidence that timely follow-up activities may be an important element in sustaining team life. During case study site visits, local teams also confirmed the need for continuing support in the form of training and networking activities.

During FY2000, the "For the Common Good" project had the following objectives:

- To provide support for active, local Common Good teams that have been established through the Common Good Institutes held in April 1990, October 1991, October 1993, May 1995, and December 1997;
- To plan and implement an activity for existing or new CG/One-Stop-related teams to assist state and local collaboration around the implementation of the Workforce Investment Act.
- To provide support to the "For the Common Good" project State Team;
- To develop marketing and publicity materials for the "For the Common Good" project;
- To provide quarterly and final project reports to ODE.

Susan Imel served as the project director. David Cofer, Graduate Research Associate and Mary Labelle, Project Support Staff assisted her.

Project Outcomes:

The project resulted in the following outcomes:

- **State Team Meetings.** The project managed state team meetings on the following dates: September 20, 1999, October 8, 1999, November 12, 1999, December 9, 1999, January 14, 2000, February 11, 2000, March 17, 2000, April 11, 2000, May 11, 2000, June 28, 2000 (retreat at Deer Creek), July 21, 2000, August 18, 2000, and September 22, 2000. In addition to hosting most meetings at the Center on Education and Training for Employment, CG project staff also developed the meeting agendas and prepared background materials for use during the meetings.

- **Development of WIA Technical Assistance Planning Survey.** In October 1999, a survey to determine the role of the Common Good State Team in assisting with local WIA planning and implementation was developed and sent to 30 local coordinators. Initially, seven replies were received in response to the mailing; telephone calls were made to all those coordinators who had not responded and an additional eight responses were received. The responses were collated for use at the December state team meeting.

- **Follow-up with Common Good Local Teams.** Also, in October 1999, a mailing was sent to coordinators of existing Common Good Local Linkage Teams (LLT). The mailing contained a form for use in updating Common Good LLT coordinator information and requested a current list of team members. Fifteen responses were received by mail or fax, and an additional four responses were received via telephone. A number of team coordinators indicated that their team is either inactive or has merged with the local one-stop effort. In April and May 2000, follow-up calls were made to team coordinators to determine the status of local teams. A report was distributed at the May 11, 2000 State Team meeting and State Team members were asked to assist in making additional inquiries with some of the teams.

- **Planning for ROMA session.** The Common Good project director worked with Chris Reis, Common Good State Team member from the Department of Development, to plan a session on ROMA, held December 9, 1999 at the Center on Education for Training and Employment. Efforts included announcing the session and selecting a date, compiling a list of participants, and so forth. Elliot Pagliaccio from the Rensselaerville Institute facilitated the session.

- **Updating of CG Web Page.** The CG project staff continued working with staff at the Ohio Literacy Resource Center (OLRC) to update the CG Web page. A full-text copy of the Common Good Local Linkage Team Case Study report was added as well as several links that provide information about WIA implementation. In addition, copies of the newsletters were included on the site and the Common Good State Team roster was updated on a regular basis.

- **Collaboration Event for Local Teams.** Prior to the January State Team meeting, planning for the collaboration event was initiated. The project director and representatives of the State Team met with Elliot Pagliaccio from the Rensselaerville Institute about providing an event for the local Common Good linkage teams and other local stakeholders involved in the Workforce Investment Act. The date of April 11, 2000 was set for the event and the project director secured the Sanese Corporate Headquarters for the event. Late in February 2000, a brochure was developed and mailed to local team coordinators, the Common Good mailing list of local linkage team members, state team members, and participants in the John Chamberlin workshop that was held March 12, 1999. The event, "Collaborating for Results: Designing and Implementing Outcome Frameworks," was designed to assist

participants with developing and using outcome frameworks. Approximately approximately 75 participants, including members of local Common Good teams, individuals representing other local agencies, and state staff, attended it. The activity was funded primarily through funds received from 8% coordination monies.

- **Activity for State Staff**. On May 11, 2000, the Common Good State Team sponsored a courtesy briefing and orientation on outcome funding featuring Elliot Pagliaccio. The briefing was held at Camp Mary Orton and was attended by approximately 60 participants, including state staff, members of the Ohio Apprenticeship Council, and personnel from local agencies. This activity was funded through funds received from 8% coordination monies, the basic grant, and OBES.

- **Marketing and Publicity Materials**. Two issues of ***InCommon*** the project newsletter and three fact sheets were produced. In addition to updating the team list fact sheet, the other fact sheets were based on the Common Good Case Study report and the outcomes system as presented by Elliot Pagliaccio.

- **Planning for Common Good 10th Anniversary Event**. Two activities were developed to recognize the 10th anniversary of the For the Common Good project. The first was a special issue of ***InCommon***, the project newsletter. Reflections from founding mothers, state team members, and local teams were collected for printing in the newsletter. In addition, the planning of an event was initiated. To be held on November 28, 2000, the event will celebrate the past and look toward the future.

- **Reports**. Two quarterly reports and a semi-annual report were provided to ODE.

Impact:

The following quote from a former local team member provides some indication of the project's impact during the past 10 years:

> In my opinion, this initiative set the foundation for collaboration among local agencies statewide. Long before One Stop became popular, Common Good developed process, policy, and procedure for effective and efficient collaboration. The state Common Good staff has always had a strong passion for this initiative. Their guidance and support have been awesome. Again, in my opinion, For the Common Good is the most successful collaboration project Ohio has ever initiated. Much of our current success is attributed to this project. Most of our current workforce development, supportive service and other related services have been build on a foundation, which came from the Common Good philosophy. (William Finn, Fairfield County)

Other indications of the project's impact include the following:

- The Wayne County Common Good team has been named as the advisory committee for its local Workforce Investment board.

- Following presentations by Elliot Pagliaccio on TRI's outcomes framework system number of other state agencies have engaged TRI's services or had Elliot make presentations. To date, Elliot and his TRI colleagues have worked with Ohio Department of Alcohol and Drug

Addiction Services, the Ohio Department of Natural Resources, and the Ohio Department of Education. Elliot also presented workshops at one of the statewide WIA implementation programs hosted by the Ohio Department of Human Services and the Ohio Bureau of Employment Services (prior to their merger on July 1, 2000 to the Ohio Department of Job and Family Services).

- Local teams continue to report that they are involved in activities and programs at in their local level. The Delaware County Common Good Team, for example, has initiated a Business Emergency Response Team that will provide assistance to businesses that experience an emergency such as a fire, layoffs, etc. The Wayne County team has received funding for "Partnering for Success," an employee retention and mentoring program. The Scioto County team has initiated and supports the First Impressions Clothes Closet.

- Evaluations of both the April 11, 2000 and May 11, 2000 events featuring Elliot Pagliaccio were quite positive. Of the 47 surveys returned for the April event, 47% rated it as "one of the best I have attended" with 53% indicating it was "better than average. Summaries of the evaluations are attached.

Product or Training Developed:

Copies of products–newsletters and fact sheets--are attached.

Products are Available From:

The project office at 1900 Kenny Road, Columbus, OH 43210-1090 or on the project website at the following url: http://literacy.kent.edu/CommonGood/

Project Continuation and/or Future Implications:

The project is being continued. It will provide support for the Common Good State Team and for local teams. It will also continue to seek ways to provide support for collaboration among local groups that are forming as a result of the Workforce Investment Act.

Conclusions/Recommendations:

The Common Good continues to provide a valuable service. As an "unmandated" state- level project with a focus on collaboration, it has provided a model for how to be successful at interagency collaboration through both the State Team and through the local linkage teams that it has fostered. During FY2000, the project sought ways to deliver services and products for the current context in which local areas are reorganizing their efforts related to workforce development. The project was able to provide information about a timely resource by introducing TRI's outcome framework to a number of state agencies.

Additional Comments:

The support of the State Team members and their agencies has continued to play an invaluable role in the project's continued success. The State Team is a model for successful interagency collaboration. Members have contributed their time and talent to the project and supported it by providing creative ideas, human and financial resources, and inkind services.

State ABLE Directors' Meetings

Fall ABLE Directors' Meeting
October 11-12, 2000
Columbus Marriott North
Columbus, Ohio

Title: "Putting it all Together: Making the Pieces Fit"

Objectives:

- To provide administrators with an understanding of state strategic planning for ABLE.
- To understand management in a time of change.
- To provide resources to ABLE administrators to assist them in leadership at the local program level.

General and Breakout sessions for the two-day conference include the following topics:

Baldrige Connection to ABLE
Evaluating Personnel
Successful Grant Writing
Establishing Workplace Programs
GED Issues and Updates
ESOL for Directors
Family Literacy
Marketing ABLE
Management – Policies and Practices
WIA Policy Boards and One-Stops
The Student Experience Model
Managing the Essentials of O-PAS
ABLE Follow-up
Equipped for the Future
Learning Disabilities

Spring Regional Directors' Meetings
Various Locations and Dates

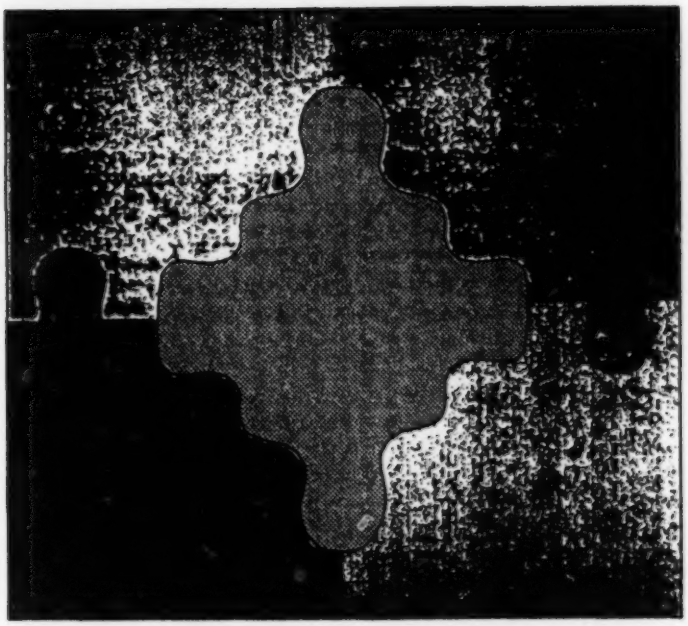
Objectives: To provide all ABLE administrators with information relative to meeting Ohio's Performance Accountability System (O-PAS).

General and Breakout sessions for the two-day meetings include the following topics:

Ohio' Performance Accountability System/NRS
The Uniform Portfolio System
Family Literacy/Literacy Initiatives
Strategy Planning by Program Type
GEDTS Issues and Updates
Writing the ABLE Grant
Program Components: ESOL, Family Literacy, and Workplace Literacy

Attachments

PUTTING IT ALL TOGETHER: MAKING THE PIECES FIT



Fall ABLE Directors' Meeting
Columbus Marriott North
October 11-12, 2000

Fall ABLE Directors' Meeting
Columbus Marriott North
October 11-12, 2000
Agenda

"Putting it All Together: Making the Pieces Fit"

Wednesday, October 11, 2000

Registration **Continental Breakfast**	8:30 – 9:30	Foyer 1
Welcome **Opening Comments**	9:30 – 10:00 Jim Bowling, State ABLE Director Ohio Department of Education ***The Role of ABLE in State Strategic Planning***	Pavilion
General Session	10:00 – 11:00 Carol L. Ritz, CPS - Keynote Speaker ***Managing in a Time of Change***	Pavilion
Breakout 1	11:15 – 12:15	
	Topics:	
	• ***Making Baldrige Fit ABLE*** Jeff Jones, Assistant Director for Organizational Development Ohio Department of Education	Salon A
	• ***Management – Policies and Legal Practices*** Lorinda Bishop, Registrar Owens Community College	Salon B
	• ***Evaluating Personnel*** Lynne Alexander, London City Schools Sara Battison, Ashland-Holmes JVS Karyn Evans, Southern State Community College Cindy Zengler, Ohio State University	Salon C
	• ***Networking*** – on your own	Salon D
	• ***Workforce Policy Boards and One-Stops*** ***Panelists:*** Anna Dent, ABLE Director Springfield-Clark Co. JVS Cheryl Hagerty, ABLE Director Union County Commissioners Shirley Kowalski, Coordinator Painesville City Schools and Euclid City Schools Joe McGowan, ABLE Director Athens County JFS	Salons E & F

Continued

Wednesday, October 11, 2000 continued

	Linda Stacy, Division Director of Workforce Development Owens Community College	
	◦ ***Managing Personnel*** Dr. Jeff Lewis, Superintendent Miami East Local Schools and Adjunct Professor, University of Dayton	Cardinal
Lunch	12:15 – 1:45 ***History of ABLE – video presentation***	Pavilion
Breakout 2	2:00 – 3:00	
	Topics:	
	◦ ***Making Baldrige Fit ABLE*** **(repeat)** Jeff Jones, Assistant Director for Organizational Development Ohio Department of Education	Salon A
	◦ ***Managing – Policies and*** ***Legal Practices (repeat)*** Linda Stacy, Division Director of Workforce Development Owens Community College	Salon B
	◦ ***Evaluating Personnel*** (repeat) Lynne Alexander, London City Schools Sara Battison, Ashland-Holmes JVS Karyn Evans, Southern State Community College Cindy Zengler, Ohio State University	Salon C
	◦ ***Successful Grant Writing*** Dr. Nancy Padak, Administrator Ohio Literacy Resource Center Kent State University	Salon D
	◦ ***Student Experience Model*** ***Panel of Practitioners*** Kathryn Jackson, Moderator SW ABLE Resource Center Panelists: Erika Botsch, Cleveland City Schools Bobby McDowell, Cleveland City Schools Nancy Loughweed, Washington Local Schools Cindy Olmstead, Vanguard-Sentinel Schools Karyn Evans, Southern State Community College Dee Markle, Middletown City Schools Rose Marie Stiehl, Middletown City Schools	Salons E & F
	◦ ***Managing Personnel*** **(repeat)** Dr. Jeff Lewis, Superintendent Miami East Local Schools and Adjunct Professor, University of Dayton	Cardinal

Continued

Wednesday, October 11, 2000 continued

Break	3:00 – 3:15	Assorted soft drinks	
Breakout 3	3:15 – 4:15		
	Topics:		
	• ***Establishing a Workplace Program*** Diane Ninke, N.W. ABLE Resource Center Linda Weeks, N.W. ABLE Resource Center Andrea Bell, Jefferson Community College		Salon A
	• ***What's New in ESOL*** Gloria W. Gillette, Director Northeast ABLE Resource Center		Salons B & C
	• ***Successful Grant Writing (repeat)*** Dr. Nancy Padak, Administrator Ohio Literacy Resource Center Kent State University		Salon D
	• ***Student Experience Model*** ***Panel of Practitioners (repeat)*** Kathryn Jackson, Moderator S.W. ABLE Resource Center Panelists: Erika Botsch, Cleveland City Schools Bobby McDowell, Cleveland City Schools Nancy Loughweed, Washington Local Schools Cindy Olmstead, Vanguard-Sentinel Schools Karyn Evans, Southern State Community College Dee Markle, Middletown City Schools Rose Marie Stiehl, Middletown City Schools		Salons E & F
	• ***Workforce Policy Boards and*** ***One-Stops (repeat)*** ***Panelists:*** Jody Angelone, ABLE Director Vanguard-Sentinel Career Center Anna Dent, ABLE Director Springfield-Clark County JVS Steve Miller, ABLE Director Wayne County JVS Becky Ohlinger, ABLE Coordinator Pickaway County ESC Joyce Winters, ABLE Director Penta County Vocational School		Cardinal
Adjourn **Dinner on Own**	4:15		
ABLE Directors' Reception	4:15 – 6:15	Sponsored by the Northwest ABLE Resource Center	Pavilion

Continued

Thursday, October 12, 2000

Breakfast Buffet	7:00 – 8:00	Pavilion
Regional Meetings	8:15 – 9:45 ***Managing "The Musts" of ABLE*** ***Regional Consultant*** ***Professional Development*** ***Regional Resource Center Staff***	
	Region 1 (Northeast) Jo Leftwich and Gloria Gillette	Buckeye
	Region 2 (Central/Southeast) Michael Jones and Melanie Volk/Patti Bilyeu	Salons B & C
	Region 3 (Southwest) Denise Pottmeyer and Kathryn Jackson	Salons E & F
	Region 4 (Northwest) Jeff Gove and Diane Ninke	Cardinal
General Session	10:00 – 11:30	
	GED – Joint Session with GED Examiners and ABLE Directors GED: Get Ready Lyn Schaefer - Keynote Speaker Director of Test Development GED Testing Service Joan Myers, State GED Administrator Ohio Department of Education	**Pavilion**
Break/Checkout	11:30 – 12:00	
Lunch	12:00 – 1:00 ***The Honorable Raymond Miller*** ***Ohio House of Representative (Invited)*** ***The Honorable Thomas Sawyer*** ***U.S. House of Representatives (Invited)***	Pavilion
	ABLE Interagency Agreements for Follow-up Update	
Breakout 4	1:15 – 2:15	
	Topics:	
	◦ ***Managing a Workplace Program*** Diane Ninke, N.W. ABLE Resource Center Linda Weeks, N.W. ABLE Resource Center Andrea Bell, Jefferson Community Center	Salon A
	◦ ***ESOL for Directors*** Gloria W. Gillette, Director Northeast ABLE Resource Center	Salons B & C

Continued

Thursday, October 12, 2000 continued

	• ***Updates in Equipped for the Future (EFF) and Family Literacy (Parent Involvement Survey)*** Connie Sapin, Ohio Literacy Resource Center Judy Franks, Ohio Literacy Resource Center	Salon D
	• ***Learning Disabilities _ What Programs Should Know*** Session Leaders: Jeff Fantine, Columbus Literacy Council Kathy Knall, S.W. ABLE Resource Center Panelists: Jody Angelone, Vanguard-Sentinel Career Center Mary McDonald, Miami Valley Literacy Council Marsha Randall, Clark County Literacy Council Doris Stull, Maplewood Career Center Columbus Literacy Council Staff	Salons E & F
	• ***GED Examiners***	Buckeye and Cardinal
Break	2:15 – 2:30 (Cookies and soft drinks)	Foyer 1
General Session	2:30 – 3:30	
	Marketing ABLE – Panel Presentation Charlie Flaig, Northwest Local Schools Becky Garvin, Project READ Pat Huston, Ohio Department of Education Karen Scheid, Ohio Literacy Network Delores Tekieli, Euclid City Schools	Pavilion
	GED Examiners (continued)	Buckeye and Cardinal
Evaluation/Adjournment	3:30	

SESSION DESCRIPTIONS

Wednesday, October 11, 2000

General Session – Managing in a Time of Change 10:00 – 11:00 Pavilion
Carol L. Ritz is a Certified Speaking Professional. "New days, new ways" is the oft repeated phrase as we enter each year. With untested ideas and concepts bombarding us at an ever-increasing pace, how do we know what old ideas to let go and which new ones to adopt? Discover how to become "Change-Friendly" and adapt to events we can't control. Learn how to move beyond your comfort zone to continuously improve your professional and personal life.

Breakout 1 11:15 – 12:15

Making Baldrige Fit ABLE – Salon A
Jeff Jones, Assistant Director for Organizational Development, Ohio Department of Education will provide participants with a chance to learn more about Baldrige as on organizing tool. Jeff will provide a basic understanding of what it is, what it isn't and how ABLE connects to the Baldrige categories and core values.

Management – Policies and Legal Practices – Salon B
Lorinda Bishop, Registrar, Owens Community College, will present information pertaining to the guidelines for managing, retaining and disposing of both paper and electronic records. Information will be shared about establishing a local committee to examine current practices and establish local policies and procedures.

Evaluating Personnel – Salon C
Presenters include: Lynne Alexander, London City Schools; Sara Battison, Ashland-Holmes JVS; Karyn Evans, Southern State Community College; and Cindy Zengler, Ohio State University. The presenters will share information that will help clarify the evaluation process and provide options for ABLE programs to use in the creation and refinement of their staff evaluation process. They will present a document entitled *Staff Evaluation: Linking Program Accountability and Continuous Improvement.* The guide includes policy statements, legal considerations, instrument design tips, sample evaluation instruments, and resources.

Networking – Salon D
This is an informal session for those who would like to meet to discuss ABLE-related issues. There is no session leader.

Workforce Policy Boards and One-Stops – Salons E & F
Panelists include: Anna Dent, Springfield-Clark County JVS; Cheryl Hagerty, Union County Commissioners; Shirley Kowalski, Painesville and Euclid City Schools; Jo McGowan, Athens County JFS; and Linda Stacy, Owens Community College. Panelists will share their local experiences including: their affiliations with their WIA Policy Board/One-Stop, their specific roles, signed agreements, their assessment of the "efficiency" of their WIA system at this time, and suggestions for getting and staying at the local WIA/Ohio Options table.

Managing Personnel – Cardinal Room
Dr. Jeff Lewis is the Superintendent of Miami East Local Schools as well as an Adjunct Professor at the University of Dayton. His brief overview of supervision will highlight adult learning preferences, characteristics of the supervisor, and tendencies of group dynamics.

Wednesday, October 11, 2000

Breakout Session 2 – 2:00 – 3:00

Making Baldrige Fit ABLE – Salon A (repeat)
Jeff Jones, Assistant Director for Organizational Development, Ohio Department of Education will provide participants with a chance to learn more about Baldrige as on organizing tool. Jeff will provide a basic understanding of what it is, what it isn't and how ABLE connects to the Baldrige categories and core values.

Management – Policies and Legal Practices – Salon B (repeat)
Linda Stacy, Division Director of Workforce Development, Owens Community College, will present information pertaining to the guidelines for managing, retaining and disposing of both paper and electronic records. Information will be shared about establishing a local committee to examine current practices and establish local policies and procedures.

Evaluating Personnel – Salon C (repeat)
Presenters include: Lynne Alexander, London City Schools; Sara Battison, Ashland-Holmes JVS; Karyn Evans, Southern State Community College; and Cindy Zengler, Ohio State University. The presenters will share information that will help clarify the evaluation process and provide options for ABLE programs to use in the creation and refinement of their staff evaluation process. They will present a document entitled *Staff Evaluation: Linking Program Accountability and Continuous Improvement.* The guide includes policy statements, legal considerations, instrument design tips, sample evaluation instruments, and resources.

Successful Grant Writing – Salon D
Dr. Nancy Padak, Administrator of the Ohio Literacy Resource Center and Professor at Kent State University, will focus this session on major issues related to successful grant writing.

Student Experience Model – Panel of Practitioners - Salons E & F
Kathryn Jackson, Director of Southwest ABLE Resource Center, will moderate this panel. Panelists include: Erika Botsch, Cleveland City Schools; Bobby McDowell, Cleveland City Schools; Nancy Loughweed, Washington Local Schools; Cindy Olmstead, Vanguard-Sentinel Schools; Karyn Evans, Southern State Community College; Dee Markle, Middletown City Schools, and Rose Marie Stiehl, Middletown City Schools. A panel of program representatives practiced in the implementation of the components of the Student Experience Model will share their procedures and their insights.

Managing Personnel – Cardinal Room (repeat)
Dr. Jeff Lewis is the Superintendent of Miami East Local Schools as well as an Adjunct Professor at the University of Dayton. His brief overview of supervision will highlight adult learning preferences, characteristics of the supervisor, and tendencies of group dynamics.

Wednesday, October 11, 2000

Breakout 3 – 3:15 – 4:15

Establishing a Workplace Program – Salon A
Presenters are Diane Ninke, Northwest ABLE Resource Center; Linda Weeks, Northwest ABLE Resource Center; and Andrea Bell, Jefferson Community College. So, you want to start a workplace education program. What do you need to know, what do you need to have, and what do you need to do? Find out the answers to these questions and more.

What's New in ESOL? – Salons B & C
Gloria Gillette, Director of the Northeast ABLE Resource Center, will provide participants with an ESOL update on standards and activities in the state to support O-PAS.

Successful Grant Writing – Salon D (repeat)
Dr. Nancy Padak, Administrator of the Ohio Literacy Resource Center and Professor at Kent State University, will focus this session on major issues related to successful grant writing.

Student Experience Model – Panel of Practitioners - Salons E & F (repeat)
Kathryn Jackson, Director of Southwest ABLE Resource Center, will moderate this panel. Panelists include: Erika Botsch, Cleveland City Schools; Bobby McDowell, Cleveland City Schools; Nancy Loughweed, Washington Local Schools; Cindy Olmstead, Vanguard-Sentinel Schools; Karyn Evans, Southern State Community College; Dee Markle, Middletown City Schools, and Rose Marie Stiehl, Middletown City Schools. A panel of program representatives practiced in the implementation of the components of the Student Experience Model will share their procedures and their insights.

Workforce Policy Boards and One-Stops – Cardinal Room (repeat)
Panelists include: Jody Angelone, Vanguard-Sentinel JVS; Anna Dent, Springfield-Clark County JVS; Steve Miller, Wayne County JVS; Becky Ohlinger, Pickaway County Educational Service Center; and Joyce Winters, Penta County Vocational School. Panelists will share their local experiences including: their affiliations with their WIA Policy Board/One-Stop, their specific roles, signed agreements, their assessment of the "efficiency" of their WIA system at this time, and suggestions for getting and staying at the local WIA/Ohio Options table.

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Thursday, October 12, 2000

General Session – Joint Session with GED Examiners and ABLE Directors
GED: Get Ready 10:00 – 11:30 – Pavilion
Lyn Schaefer, Director of Test Development, GED Testing Service, and Joan Myers, State GED Administrator, Ohio Department of Education, will provide information on the new 2002 GED Test. They will share what's new and what's the same. Participants will have time to ask questions.

Breakout 4 – 1:15 – 2:15

Managing a Workplace Program – Salon A
Presenters are Diane Ninke, Northwest ABLE Resource Center; Linda Weeks, Northwest ABLE Resource Center; and Andrea Bell, Jefferson Community College. How do you keep your workplace education program going? Should you keep it going? What are the realities of managing a workplace education program? Come to share, discuss, and discover the answers.

ESOL for Directors – Salons B & C
Gloria Gillette, Director of the Northeast ABLE Resource Center, will provide an overview of what staffing, materials and equipment will be needed to make your ESOL program successful.

Updates in Equipped for the Future (EFF) and Family Literacy (Parent Involvement Survey) – Salon D
Connie Sapin and Judy Franks from the Ohio Literacy Resource Center will provide updates on EFF and O-PAS Parent Involvement information. The fall EFF agenda includes regional training teams, all state training, and national training events. ABLE family literacy programs will learn about administering and scoring the Parent Involvement Survey to document progress for O-PAS.

Learning Disabilities – What Programs Should Know – Salons E & F
Jeff Fantine of the Columbus Literacy Council and Kathy Knall of the Southwest ABLE Resource Center will facilitate a panel discussion of programs committed to improving and expanding services to learners with learning disabilities. Panelists will have the opportunity to share their insights into program procedures for assessing LD learners; staff training; and instructional practices. Panelists include: Jody Angelone, Vanguard-Sentinel JVS; Mary McDonald, Miami Valley Literacy Council; Marsha Randall, Clark County Literacy Coalition; Doris Stull, Maplewood Career Center; and a representative from the Columbus Literacy Council.

General Session – Marketing ABLE 2:30 – 3:30 Pavilion
A panel presentation by Charlie Flaig, Northwest Local Schools; Becky Garvin, Project READ, Pat Huston, Ohio Department of Education; Karen Scheid, Ohio Literacy Network; and Delores Tekieli, Euclid City Schools.

The panel members will provide tips and ideas for creating awareness of adult literacy programs and services locally and discuss issues that impact on awareness at the state-level.

Ohio Department of Education
Region 1 ABLE Directors'/Coordinators' Meeting
Held at the Cleveland/Hudson Holiday Inn
March 23, 2000 and March 24, 2000

Agenda

Thursday, March 23, 2000

8:30 a.m. - 9.00 a.m.	Registration and Continental Breakfast
9:00 a.m. - 11:00 a.m. Grand Ballroom	State Plan, O-PAS, NRS Jim Bowling, Assistant Director, Ohio Department of Education Jo Leftwich, Consultant, Ohio Department of Education
11:00 a.m. - 11:15 a.m.	Break
11:15 a.m. - 12:15 p.m. Grand Ballroom	Student Accountability System Michael Aronoff-Jones, Consultant, Ohio Department of Education Rick McIntosh, Director, Central/Southeast ABLE Resource Center
12:15 p.m. - 1:15 p.m.	Lunch
1:15 p.m. - 3:15 p.m. Grand Ballroom	Student Accountability System (Continued)
3:15 p.m. - 3:30 p.m.	Break
3:30 p.m. - 4:30 p.m. Grand Ballroom	GEDTS Update Jim Bowling, State Director, Ohio Department of Education Joan Myers, Consultant, GED Office, Ohio Department of Education

(OVER)

Friday, March 24, 2000

7:30 a.m. - 8:30 a.m.	Full Breakfast
8:30 a.m. - 9:30 a.m. Grand Ballroom	AB-S1-2001 Grant Application Jo Leftwich, Consultant, Ohio Department of Education
9:30 a.m. - 10:00 a.m. Grand Ballroom	Professional Development Gloria Gillette, Director, Northeast ABLE Resource Center
10:00 a.m. - 10:30 a.m. Grand Ballroom	ABLELink Janie Johnson, Director, Ohio Literacy Resource Center
10:30 a.m. - 11:30 a.m. Grand Ballroom	Breakouts Workplace Literacy Jeff Gove, Consultant, Ohio Department of Education Diane Ninke, Director, Northwest ABLE Resource Center ESOL Michael Aronoff-Jones, Consultant, Ohio Department of Education Gloria Gillette, Director, Northeast ABLE Resource Center
11:30 a.m. - 12:00 p.m.	Hotel Checkout
12:00 p.m. - 1:00 p.m.	Lunch
1:00 p.m. - 1:45 p.m. Grand Ballroom	Family Literacy Jeanne Lance, Consultant, Ohio Department of Education Part 1: Family Literacy Overview (General Session)
1:45 p.m. - 2:45 p.m. Grand Ballroom	Part 2: Family Literacy Programs Only
1:45 p.m. - 2:45 p.m. Grand Ballroom	Common Issues for Discussion ABLE Programs not attending Part 2: Family Literacy
2:45 p.m. - 3:15 p.m. Grand Ballroom	Highlights Review and Evaluation

AGENDA

Southwest Ohio Regional Spring Directors Meeting
Day I: March 29, 2000 - Deer Creek State Park

9:00 a.m.	State Plan, O-PAS, NRS SCARLET OAK ROOM	Jim Bowling Denise Pottmeyer
11:00 a.m.	*Break*	
11:15 a.m.	Student Accountability System SCARLET OAK ROOM	Rick McIntosh
12:15 p.m.	Lunch on the Mezzanine	
1:15 p.m.	Student Accountability System SCARLET OAK ROOM	Rick McIntosh
2:15 p.m.	*Break*	
2:30 p.m.	Student Accountability System SCARLET OAK ROOM	Rick McIntosh
3:00 p.m.	Strategy Planning by Program Type	

Large Programs	SCARLET OAK ROOM
Small Program	SCARLET OAK ROOM
ESOL Programs	CHINQUAPIN ROOM
Family Literacy Programs	BLACK OAK ROOM
Community Based Programs	BURR OAK ROOM

4:00 p.m.	*Adjournment*
6:30 p.m.	*Dinner on the Mezzanine*

Note: Breakfast served at 7:30 a.m. Thursday on Mezzanine

AGENDA

Southwest Ohio Regional Spring Directors Meeting
Day 2: March 29, 2000 - Deer Creek State Park

8:30 a.m.	Literacy Initiative Overview SCARLET OAK ROOM	Jeanne Lance
9:15 a.m.	GEDTS Update SCARLET OAK ROOM	Jim Bowling & Joan Myers
9:45 a.m.	*Break*	
10:00 a.m.	ABLE Grant SCARLET OAK ROOM	Denise Pottmeyer
10:45 A.M.	Breakout Sessions	
	Workplace Education - PARLOR A (This session for those now implementing workplace education)	Diane Ninke & Jody Angelone
	Family Literacy - BLACK OAK ROOM	Jeanne Lance
	ESOL - BURR OAK ROOM	Gloria Gillette
	Technical Assistance - CHIQUAPIN RM.	Denise Pottmeyer
11:45 a.m.	*Lunch on the Mezzanine*	
12:45 p.m.	Breakout Sessions Repeated	
	Workplace Education - PARLOR A (This session for those now implementing workplace education)	Diane Ninke & Jody Angelone
	Family Literacy - BLACK OAK ROOM	Jeanne Lance
	ESOL - BURR OAK ROOM	Gloria Gillette
	Technical Assistance - CHIQUAPIN RM.	Denise Pottmeyer
1:45 p.m.	*Break*	
2:00 p.m.	ABLELink SCARLET OAK ROOM	Janie Johnson
3:00 p.m.	*Adjournment*	

Regional Directors' Meeting Agenda

- Assessment Policy
  - O-PAS Highlights
  - Basis for Policy
    - NRS
    - high standards = high expectancy
    - accountability to students, funders, & peers
  - Narrative
    - instrument chart

- Uniform Portfolio System
  - Educational Functional Levels
    - Ohio's performance standards
    - competencies
    - documentation

- Student Experience Model
  - flow chart
  - goal setting

- Question and Answer

Ohio Department of Education
Region 4 ABLE Directors'/Coordinators' Meeting
Radisson Harbor Inn, Sandusky
March 14 and 15, 2000

Tentative Agenda

Tuesday, March 14

Marina Room	9:00 a.m. - 10:00 a.m.	Registration and Breakfast
Marina Room	10:00 a.m. - 10:15 a.m.	Introductions and Overview -- *Jeff and Diane*
Marina Room	10:15 a.m. - 11:00 a.m.	Ohio ABLE State Plan Overview -- *Jim Bowling*
Marina Room	11:00 a.m. - 11:45 a.m.	NRS/O-PAS -- *Jeff*
Marina Room	11:55 a.m. - 12:40 p.m.	Family Literacy Overview -- *Jeanne Lance*
Lobby Lounge	12:40 p.m. - 1:30 p.m.	Lunch
Marina	1:30 p.m. - 2:15 p.m.	Ohio ABLE Family Literacy -- Fourth CIP Info -- *Jeanne Lance*
Marina Room	1:30 p.m. - 2:30 p.m.	Break
Marina Room	2:30 p.m. - 4:00 p.m.	AB-S1-01 Grant Revisions -- *Jeff*
Marina Room	4:00 - 4:45 p.m.	GEDTS Overview -- *Jim Bowling and Joan Myer*

Ohio Department of Education
Region 4 ABLE Directors'/Coordinators' Meeting
Radisson Harbor Inn, Sandusky
March 14 and 15, 2000

Wednesday, March 15

Marina Room	7:30 a.m. - 8:30 a.m.	Breakfast
Marina Room	8:30 a.m. - 11:30 a.m.	Student Experience Model/Assessment -- *Rick McIntosh*
Marina Room	11:30 a.m. - 12:15 p.m.	Lunch
Marina Room	12:15 p.m. - 1:00 p.m.	ABLELink Q & A -- *Janie Johnson*
	1:00 p.m. - 2:00 p.m.	Breakout Sessions
	Bayshore Room	ESOL for the Future -- *Gloria Gillette*
	Admiral's Board Room	Workplace Education Survey and Discussion (Current Workplace Education Programs) -- *Diane Ninke and Team*
	Northcoast Room	Reactions and Resources (R&R) -- *Linda Weeks*
	2:00 p.m. - 2:15 p.m.	Break
	2:15 p.m. - 3:15 p.m.	Breakout Sessions
	Bayshore Room	ESOL for the Future -- *Gloria Gillette*
	Admiral's Board Room	Workplace Education Survey and Discussion (Current WorkplaceEducation programs) -- *Diane Ninke and Team*
	Northcoast Room	Reactions and Resources (R&R) -- *Linda Weeks*
Marina Room	3:15 p.m. - 4:00 p.m.	Wrap up and Evaluation

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